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ABSTRACT

This curriculum guide provides examples of activities a teacher at the primary level can use for any phase of career education being studied. Activities are listed under each of the eight elements of career education: (1) Self Awareness, (2) Educational Awareness, (3) Career Awareness, (4) Economic Awareness, (5) Decision Making, (6) Beginning Competency, (7) Employability Skills, and (8) Attitudes and Appreciations. At the beginning of each element's activity section are listed the concepts to be stressed. Activities specific to each of the concepts are then described. Copies of materials, transparency masters, and so forth, are provided as necessary. An appendix contains job clusters for 15 areas with the occupations categorized by level of education required. Directons for games to make and play are also provided. A final section on resources provides general suggestions for resources and student activities and lists of study prints and posters, films, kits and games, cassettes, filmstrips, and suggested student reading. (YLB)

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...And what are you planning to be when you grow up?

rosemary burke

U.S. DEPARTMENT OF HEALTH,
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A Guide For Career Education In The Primary Levels

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CAREER AWARENESS

A GUIDE FOR ELEMENTARY TEACHERS

K-4

ARKANSAS DEPARTMENT OF EDUCATION

DON R. ROBERTS, Ed.D.
DIRECTOR

1979

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INTRODUCTION

This is not a curriculum guide in the truest sense of the term, rather, it is a tool for the teacher to use. We have endeavored to secure examples of activities the teacher can use as a ready reference for any phase of Career Education being studied.

In this guide you will not find units in their entirety. Activities are listed under each of the elements of Career Education. The concepts to be stressed are readily available at the beginning of each element's activity section.

Resource sections are found in the back of the guide. Here you will find a bibliography of books, films, filmstrips, recordings, study prints and resource units that are available for your use from many varied sources.

We sincerely hope you will use this guide as part of your curriculum as it represents ideas and contributions from many of you throughout the state. Perhaps you will find your own ideas and classroom procedures incorporated within these pages or perhaps you can give broader scope and development to the ideas you find for better application to your own particular classroom.

Dorothy Clark - Intermediate Teacher
Deborah Crawford - Junior High Teacher
Jeanne LaGrossa - Elementary Counselor
Estelle Matthis - Special Education Teacher
Jennalea Miller - Intermediate Teacher
Betty Muench - Primary Teacher
Velma Warner - Elementary Media Specialist
Rosemary Burke - Artist

PHILOSOPHY

Career education is vocational education and it is academic and basic education. Career development in this vein, is not a separate and distinct part of the total educational process, but rather an integrated phase that requires no more or no less attention than does English, social studies, or mathematics. The skills acquired in a physics laboratory is vocational training to one student; the ability to perform varied mathematics calculation on business machines may be academic education to another student. From this point of view, separate definitions become blurred and lose their importance in our efforts to meet needs of students.

Emphasis in the elementary school must focus on developing speaking, writing, and reasoning. Emphasis must also be on the affective areas of feelings, attitudes and ethical values. The concepts and objectives of the basics are important to all persons. But, we must vitalize content and presentation so that students can relate the concepts to activities outside the school now and in the future.

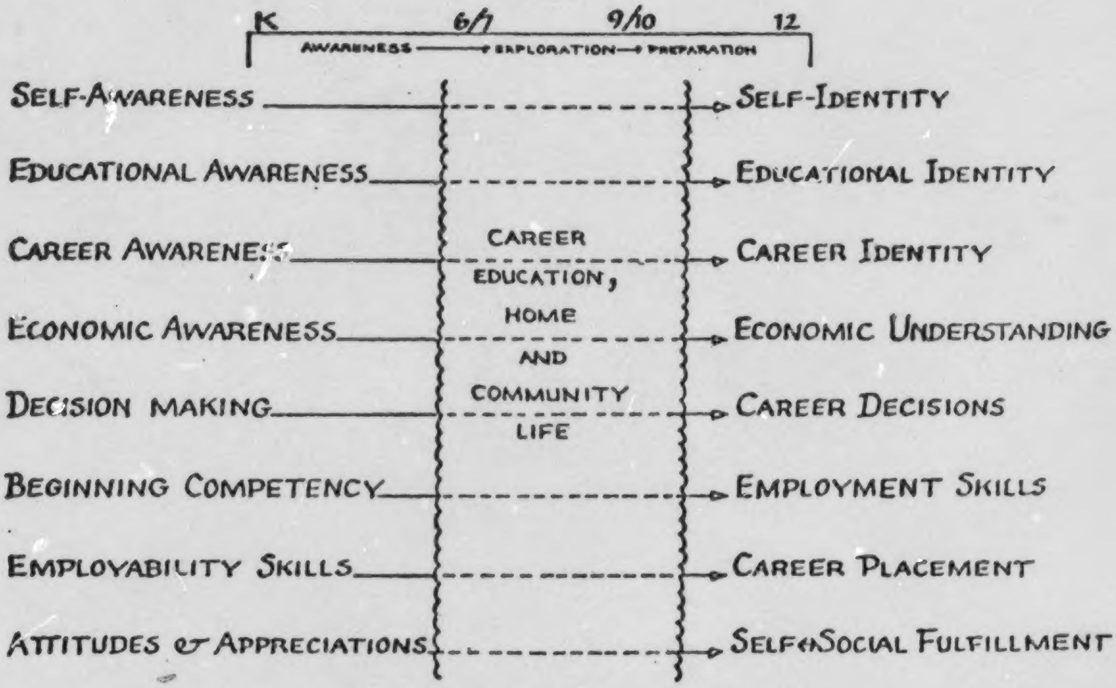
We sometimes feel that courses must be "fun" or "interesting" to students. More important to the student is that the content earns respect from his point of view, rather than a place to waste time. Respect goes beyond course content. The teacher must believe in the necessity of what is being taught if students are to feel the same.

While work is not all of life or one's only reason for living, work is a basic orientation of our society, and the work we choose interfaces with all other adult roles. Career education aims at helping students understand work as a concept and preparing students with the skills necessary to become productive, self-fulfilled adults.

> *"It should be clear that Career Education is not perceived as just another program existing in isolation of the rest of the school process. Career Education is a concept that is integrated into and throughout the existing educational structure--in all subjects, for all students, and involving parents, teachers, and the community at large."**

**Career Education, A Position Statement of the Council of Chief State School Of*

ELEMENTS OF CAREER EDUCATION


K
6/7
9/10
12
AWARENESS → EXPLORATION → PREPARATION
SELF-AWARENESS
SELF-IDENTITY
EDUCATIONAL AWARENESS
EDUCATIONAL IDENTITY
CAREER AWARENESS
CAREER IDENTITY
ECONOMIC AWARENESS
ECONOMIC UNDERSTANDING
DECISION MAKING
CAREER DECISIONS
BEGINNING COMPETENCY
EMPLOYMENT SKILLS
EMPLOYABILITY SKILLS
CAREER PLACEMENT
ATTITUDES & APPRECIATIONS
SELF↔SOCIAL FULFILLMENT
CAREER EDUCATION, HOME AND COMMUNITY LIFE

SELF AWARENESS

SELF-AWARENESS---SELF-IDENTITY

John Stuart Mill once wrote that human nature is not a machine to be built after a model and set up to do exactly the work prescribed for it, but a tree which must grow and develop itself according to the tendency of inward forces which make it a living thing.

The student entering school has some knowledge and attitudes about himself, what kind of a person he is, and what he hopes to become. This can be entitled self-awareness. As educators we can help the student become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. We feel that it is important for each person to be aware of his own uniqueness. As the student grows in his ability to solve problems, accept responsibility, and to see himself as a worthy individual who has a contribution to make to our society, our society will gain because we will have fewer underemployed or unemployed people.

OBJECTIVE: To help students develop positive feelings about themselves as persons of worth, to know themselves, and to recognize and accept their feelings, their achievements, and their interests as part of their preparation for the world-of-work.

SELF-AWARENESS CONCEPTS

1. Self-understanding is important in developing school skills and choosing a career.
2. A person's relationship with others will affect his career and the careers of others.
3. Getting along with people is an important part of job success.
4. Life is a process of change, growth, and development.
5. People must work if society survives.
6. Work in our world of today is important.
7. Many people work to make life better for all.
8. Work provides opportunities for the individual to enhance his worth and dignity.

CONCEPT 1: SELF-UNDERSTANDING IS IMPORTANT IN DEVELOPING SCHOOL SKILLS AND CHOOSING A CAREER.

ACTIVITY #1

Flannel Board Models - Let the students identify the parts of the body.

ACTIVITY #2

Body Prints - Students choose partners. Have them take turns lying on the paper as their partners trace around them.

ACTIVITY #3

Songs: Hokey Pokey
Dry Bones

Dry Bones

Oh-----------------------------
The toe bone's connected to the foot bone,
The foot bone's connected to the leg bone,
The leg bone's connected to the thigh bone,
The thigh bone's connected to the hip bone,
The hip bone's connected to the chest bone,
The chest bone's connected to the shoulder bone,
The shoulder bone's connected to the head bone,
Now hear the word of the Lord -
Them bones, them bones going to rise again.
Them bones, them bones going to rise again.
Them bones, them bones going to rise again.
Now hear the word of the Lord.

ACTIVITY #4

Songs and Poems

This is the Circle that is my Head
(To the tune of This is the way we Wash our Clothes)

This is the circle that is my head (raise arms above head to make circle.)
This is my mouth with which words are said (point to mouth.)
These are my eyes with which I see (point to eyes.)
This is my nose that is a part of me (point to nose.)
This is the hair that grows on my head (point to hair.)
This is my hat all pretty and red (gesture with hands on head to suggest pointed hat.)
This is the feather so bright and gay (use finger as feather.)
Now I'm ready for school today (get up and walk a few steps.)

ACTIVITY #4 contd.

HANDS ON SHOULDERS

(Do actions as called for.)
Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes.
Hands up high in the air,
Down at your sides; now touch your hair;
Hands up high as before,
Now clap your hands--one, two, three, four.

RIGHT HAND, LEFT HAND

(Do actions as indicated.)
This is my right hand, I'll raise it up high.
This is my left hand, I'll touch the sky.
Right hand, left hand, roll them around.
Left hand, right hand, pound, pound, pound.

ACTIVITY #5

Bean Bag Game - Divide a poster into squares. On each square write a different "feeling word." The students toss the bean bag. They then have to describe a time that they had that feeling.

ACTIVITY #6

"Feeling Words" Spin Wheel - Students take turns spinning the dial. They then describe a time they had that feeling.

ACTIVITY #7

Bulletin Board - I Am Somebody Special. Take a picture of each student. Arrange them on the bulletin board.

ACTIVITY #8

Poetry - Have the students write a poem about themselves. Use the letters of their names to begin the first word of each line. Example:

K-aren likes yellow flowers.
A-nn is my best friend.
R-ed is my best crayon.
E-veryone is nice to me.
N-o, I do not like bugs.

ACTIVITY #9

Make a "Me Bag". Have students collect items that will tell about themselves and put them in a bag. These can be shared with classmates.

ACTIVITY #10

Make life-sized dummies. Let students make body prints of themselves. Clothes can be brought from home and the "models" can be dressed. Shirts, jeans, shoes and socks can be stuffed with newspaper for a 3-D effect.

ACTIVITY #11

Collage of photographs, drawings, clippings, magazine pictures, small objects, or other items that will tell about the child's interests. A letter can be sent to parents asking their support.

Street
City, State (zip)
current date

Dear Parents:

At school your children are studying about themselves. Pictures have been taken of each child to help them see that there is nobody just like them. Their looks, beliefs, abilities, and interests all go together to make them very special people.

Would you please help your child make a collection of items -- photographs, drawings, magazine pictures, clippings or other items that will tell about your child's interests. These items can be arranged in one of two ways: (1) One a poster board or piece of cardboard, (2) In a shallow card board box which has been divided into sections.

If it is possible, I would like for the children to bring these to class within the next two or three weeks.

Sincerely yours,

SCHOOLS NAME

Typed name (teacher's)

ACTIVITY #12

Booklets - "I Am Somebody Special. Students can prepare pages at different times throughout the year. The following titles could be included in the booklet:

Who Am I?
My Family
My Pets
My Friends
My Chores
My Hobbies

My Secrets
My Tall Tale
Daddy's Work
Mother's Work
What I'd Like To Be
Things I Can Do

ACTIVITY #13

Poetry for pleasure and to help students know and accept their feelings. By discussing the poems the students will see that all people share the same feelings.

ACTIVITY #14

Spotlight a Different Child Each Week. Send a letter asking the parents to cooperate by sending pictures or other items that could be displayed on the bulletin board.

Street
City, State (zip)
Current Date

Dear Parents:

We are observing "Special Student Day." Your child, ________________ will be spotlighted on __________________, 19___. Will you please help us by sharing special events that have happened in your child's life. Please send any pictures of __________________ during the various stages of his/her life. If your child has ever received any awards please bring them. We wish to invite you to this activity on ________________________, 19___.

Sincerely yours,

SCHOOL'S NAME

Typed Name (teacher's name)

ACTIVITY #15

Children's Self-Esteem Inventory

Name ____________________ School ____________________

Teacher ____________________ Grade __________ Date __________

Sex ______________ Age ______________ Race ______________

		LIKE ME	UNLIKE ME
1.	I spend a lot of time daydreaming.		
2.	I'm pretty sure of myself.		
3.	I would rather be myself than anyone else.		
4.	I'm easy to like.		
5.	I enjoy talking in front of the class.		
6.	I wish I were younger.		
7.	There are many things about myself that I would change if I could.		
8.	I can make up my mind without too much trouble.		
9.	I'm a lot of fun to be with.		
10.	I'm happy with (proud of) my school work.		
11.	Someone usually has to tell me what to do.		
12.	I can adjust to (get used to) new things easily.		
13.	I seldom do things that I am sorry for later.		
14.	I have many friends my own age.		
15.	I do the best work that I can in class.		
16.	I don't give in easily when I think I'm right.		
17.	I can take care of myself.		
18.	I'm usually happy.		
19.	I would rather play with children younger than I am.		
20.	I don't like to be called on in class.		
21.	I have reasons for the things that I do.		
22.	Things are all mixed up in my life.		
23.	I can make up my mind and stick to it.		
24.	Kids like my ideas.		
25.	I'm not doing as well in school as I'd like.		
26.	I really like being a boy (or girl).		
27.	I'm not ashamed of what I am.		
28.	I like the way I look.		
29.	I like being with other people.		
30.	I seldom feel upset in school.		
31.	If I have something to say, I say it.		
32.	I don't care what happens to me.		
33.	I think I'm doing O.K.		

ACTIVITY #15 contd.

	LIKE ME	UNLIKE ME
34. Kids pick on me.	______	______
35. My teacher likes me.	______	______
36. I really get upset when I'm fussed at.	______	______
37. Things usually don't bother (upset) me for very long.	______	______
38. I can be trusted.	______	______
39. Other people are liked better than I am.	______	______
40. My school work makes me feel discouraged.	______	______

ACTIVITY #16

My Likes and Dislikes

List ten (10) things that you like.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

List ten (10) things that you don't like.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

ACTIVITY #17

Voting - Have students sit in a circle. Ask them to raise their hands if they agree with or do the following situations which you will read one at a time. If they do not agree with or do the situations they could put their hands on their heads or leave them down.

1. How many of you feel you live in a beautiful neighborhood?
2. How many of you help keep your neighborhood clean?

ACTIVITY #17 contd.

3. How many of you turn off your lights when you leave your bedrooms?
4. How many of you would want an economy-sized cars instead of large cars?
5. How many of you enjoy visiting the beautiful parks in Arkansas?
6. How many of you have thrown gum wrappers, cans, etc. out of the car window?
7. How many of you have ever grown your own garden?
8. How many of you have ever seen dead fish floating on the water due to pollution?
9. How many of you have ever thought about the workers it takes to bring you the milk you drink?
10. How many of you feel upset when you smell the air after a bus goes by?
11. How many of you have felt the need for a quiet place to be alone and could not find one?

ACTIVITY # 18

Your Feelings About Yourself

		YES	NO
1.	Sometimes I am too careless.		
2.	I can do most things well.		
3.	I feel I am just as important as anyone else.		
4.	I have trouble deciding what is right.		
5.	I am pretty sure of myself.		
6.	There are a lot of things about myself I would change if I could.		
7.	I become discouraged rather easily.		
8.	I am good at figuring things out for myself.		
9.	I like myself the way I am.		
10.	I don't understand why I do some of the things I do.		
11.	I have a lot of self-confidence.		
12.	I feel good about myself.		
13.	I can usually take care of myself		
14.	Sometimes I wish I were someone else.		
15.	I don't have any good ideas.		
16.	I am generally sure of my ability.		
17.	If people really knew me, I don't see how they could like me.		
18.	I often wonder if I am doing the right thing.		
19.	I like being me.		
20.	I don't know for sure what I believe in.		
21.	I need help with most things I do.		
22.	I am not a very nice person.		
23.	I am proud of myself most of the time.		
24.	I give up too easily.		
25.	I usually think before I act.		
26.	Sometimes I feel I really don't understand myself.		

ACTIVITY #19

Discussion - A Friend Is Someone Who . . . . Have the students sitting in a circle. Have them take turns completing the sentence, "A Friend Is Someone Who . . . . . ."

ACTIVITY #20

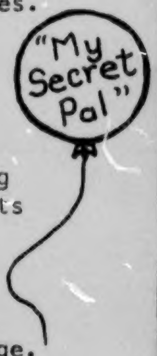
Creative Writing - Have students write papers about friendship. They could tell what friendship is and the types of people they have for friends.

ACTIVITY #21

Students may draw or bring in pictures illustrating ways of showing friendship. Allow time for students to share the pictures with classmates. Display on bulletin board.

ACTIVITY #22

"My Secret Pal" - Students draw names from a container to learn their secret pals for the day. During the day they are supposed to do something nice or say something nice to these persons. At the end of the day students can guess their secret pals.



ACTIVITY #23

Discussion - To help students see that understanding begins with knowledge.

Ask: What is each person like?
Do you know enough about them to judge them?
How can I understand:
---------people I have never seen?
---------people who look different from me?
---------people who speak a different language?
---------people whose ideas and customs are different from mine?

ACTIVITY #24

"I Am Like Other People And Yet I Am Different" - A worksheet to be completed by students.

1. Things I like to do:
2. Things I don't like to do:
3. Things that have made me happy:
4. Things that have made me sad:
5. How I am like other people:
6. How I am different from other people:
7. How I feel about myself and my actions:

ACTIVITY #25

An Inventory - Your Feelings About Yourself As A Student

YES NO

1. I am a good student. _____ _____
2. I do most things well. _____ _____
3. I use my work time wisely. _____ _____
4. I get bored easily with most things I start. _____ _____
5. I am a hard worker. _____ _____
6. I need help with most of my school work. _____ _____
7. I like to do a good job on anything I start.
8. I have trouble making myself study when I know I should. _____ _____
9. I don't know how to study. _____ _____
10. I give up quickly if I don't understand something. _____ _____
11. I do as well in school as my teacher expects me to. _____ _____
12. I am not interested in many things we do in school. _____ _____
13. I try to be careful about my work. _____ _____
14. I can't work on one thing for very long. _____ _____
15. My school work is too hard for me. _____ _____
16. When I start something I stay with it until I finish it. _____ _____
17. I am proud of the way I do my work. _____ _____
18. I feel that I am doing well in school.

ACTIVITY #26

Sentence Completion - A few sentences can be put on the board throughout the year for the students to complete. These could be kept and put in a booklet at the end of the year.

School ________________________________ Date ____________________________

1. I like school because
2. Sometimes I don't like school because
3. My teacher
4. If I were principal of my school
5. Our class
6. During recess
7. After school
8. My favorite school activity is ______________ because
9. If I could do anything that I wanted at school, I would
10. Most of my classmates think I am
11. When I know the answer, I usually
12. When I come to school in the morning, I feel
13. When I take a test, I feel
14. When I don't do well in school, I feel
15. When I'm at recess, I feel
16. When the teacher praises my work, I feel
17. When we have a holiday, I feel

ACTIVITY #26 contd.

Miscellaneous

1. I am
2. On Saturday, I like to
3. I feel best when people
4. I wish
5. I like people who
6. The funniest thing that ever happened to me was
7. My friend
8. If I had another week of summer vacation, I would
9. The thing that scares me the most is
10. Someday I am going to
11. Some people always seem to want
12. People I like always
13. The people in my neighborhood are
14. I cry when
15. I am afraid to
16. I am glad I am me because
17. I am happy when
18. When I grow up, I want
19. The trouble with being dishonest is
20. The trouble with being honest is
21. I'm sad when
22. I usually feel angry when
23. If I could do anything I wanted today, I would feel
24. If I am unhappy I usually
25. If I am angry I usually
26. Something I would never do is
27. If I found $100.00 I would
28. When I am blamed for something I didn't do, I usually
29. When faced with a problem, I usually
30. When I enter a new group, I feel
32. When people first meet me, they
33. I am interested in
34. The worst thing about being a child is
35. I am pretty good at
36. I am sometimes scared of
37. To me, honesty is
38. I like to be a leader when
39. I feel left out
40. Sometimes I would like to
41. I smile when
42. People make me happy when
43. I sometimes worry about
44. If I had my own car
45. The hardest thing for me to do is
47. When I am with my friend, I feel
48. When someone teases me, I feel
49. Most of the time, I feel
50. In the morning I

ACTIVITY #27

Songs: "I'd Like to Teach the World to Sing"
"Friendship"
"Side by Side"
"Everybody Needs a Friend" (DUSO Kit)
"It's Alright to Cry" (from the album, Free To Be You And Me)

ACTIVITY #28

Stand two students in front of the room. Have the other students tell how the two people are alike and how they are different.

ACTIVITY #29

Have students draw pictures of themselves doing their favorite activity. They share these with the class, telling them why this is their favorite activity. Help students see that our individual likes and dislikes make us unique people.

CONCEPT 2: A PERSON'S RELATIONSHIP WITH OTHERS WILL AFFECT HIS CAREER AND THE CAREER OF OTHERS.

ACTIVITY #1

Discussion -- Have the students pick partners. Give them time to get to know the likes and dislikes of their partners. When the students come back to the group they can introduce their partners by telling what they have learned about their partners' likes and dislikes.

ACTIVITY #2

A student chooses a picture (of people with obvious expressions such as surprise, fear, anger, sadness, etc.) and shows it to the class. The class discusses how the person in the picture feels and the circumstances which might cause the feelings. The student could then tell a personal experience about a time when he had these feelings and what caused him to feel this way. The students could also role-play these situations to a logical conclusion.

ACTIVITY #3

Circle Discussion - Have students sitting in a circle. They take turns saying something nice about different members of the class. Allow the student to "pass" if he/she does not want to participate.

ACTIVITY #4

"Write Something Nice" - Discuss words that people use to compliment other people. Write these on the board. Pin a sheet of paper on each student's back. The students then take turns writing something nice on eachother's papers. After this is completed allow time for the students to read these papers to the class. The purpose of this activity is to teach people to accept compliments.

ACTIVITY #5

Have a student sit in a special chair. The other students tell him/her nice things. Encourage the students to be sincere in their compliments.

ACTIVITY #6

Sentence Completion - Think about the students in our room. Finish these sentences using only the students in our class.

1. I like ____________________ because ____________________.
2. I would choose ____________________ for the leader of a group because ____.
3. I like to play with ____________________ because ____________________.
4. I like to work with ____________________ because ____________________.
5. I would invite ____________________ to my party because ____________________.

ACTIVITY #7

Inventory - Attitudes Toward School and Teacher

		TRUE	FALSE	MAYBE
1.	I like my school.			
2.	My teacher does not like me.			
3.	My teacher is kind.			
4.	I learn many things at school.			
5.	I do not like school.			
6.	My teacher has a loud voice.			
7.	I would rather be at school than at home.			
8.	I do good work in school.			
9.	My teacher is mean.			
10.	I am not happy at school.			
11.	My teacher does not know anything.			
12.	I do interesting things at school.			
13.	My teacher is fair with us.			
14.	School is boring.			
15.	My teacher looks happy.			
16.	My teacher is helpful.			
17.	School is not fun.			
18.	There are too many rules at school.			
19.	My teacher always wants me to do hard work.			
20.	I am happy at school.			
21.	My teacher has a nice voice.			
22.	I don't learn anything at school.			
23.	My teacher likes school.			
24.	School is fun.			
25.	There are only a few rules at school.			
26.	My teacher likes me.			
27.	I would rather be at home than in school.			
28.	My teacher looks unhappy.			

CONCEPT 3: GETTING ALONG WITH PEOPLE IS AN IMPORTANT PART OF JOB SUCCESS.

ACTIVITY #1

Discussion - The home is the center of family life and is where we first learn to get along with other people.

Have students draw pictures of their families. Discuss how families are alike and how they are different. Discuss ways in which families work together.

ACTIVITY #2

Have students interview their parents. Find out what work they do and wether it is necessary for them to get along with people on their job.

ACTIVITY #3

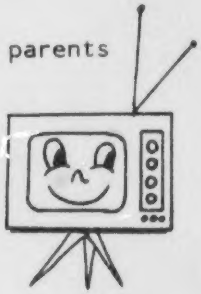
Make a mural depicting members of a family at work.

ACTIVITY #4

Discussion - Why are some people easy to get along with and others hard to get along with?

ACTIVITY #5

Plan a movie or TV show to demonstrate things students and their parents could do to help each other at home.



ACTIVITY #6

Sentence Completion

1. My favorite "family activity" is
2. My mother
3. My daddy
4. On Sundays I wish my family would
5. I think my parents should
6. I think I should help by
7. When my family gets together
8. When I become a father or mother, I
9. At home I sometimes
10. My children won't have to
11. My brother
12. My sister
13. When I help at home

ACTIVITY #7

Art - Use popsicle sticks to represent family members. Glue them on paper. Use scrap paper and material to make faces and clothes

ACTIVITY #8

Books: Caddie Woodlawn by Carol Brink
Roller Skates by Ruth Sawyer

CONCEPT 4: LIFE IS A PROCESS OF CHANGE, GROWTH, AND DEVELOPMENT.

ACTIVITY #1

1. My Interest Inventory

   a. In what ways am I changing? ______________________________

   b. How are my likes changing? ______________________________
      When I was three years old: ______________________________
      ____
      When I was five years old: ______________________________
      ____
      Now: ______________________________
      ____

   c. How are my interests changing? ______________________________
      When I was three years old: ______________________________
      ____
      When I was five years old: ______________________________
      ____
      Now: ______________________________
      ____

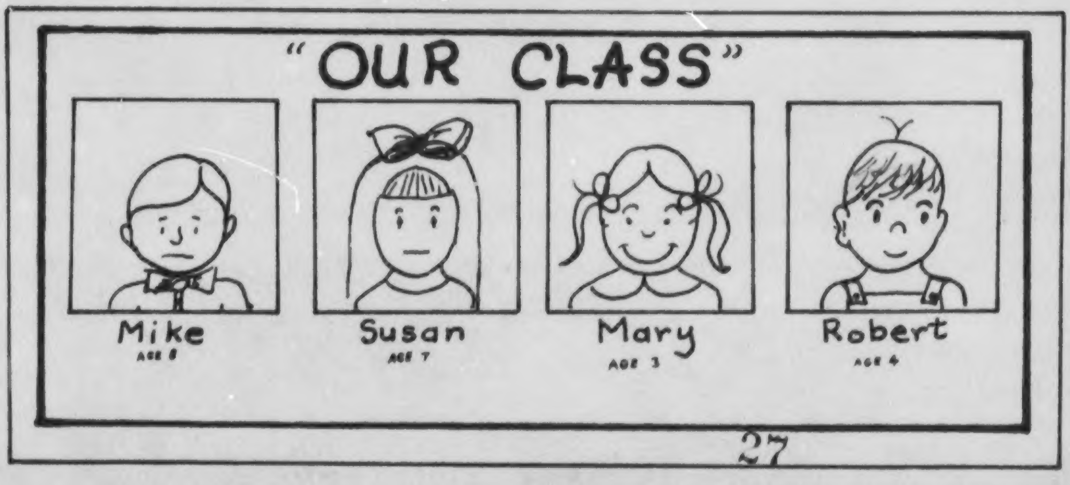
   d. What will I be able to do next year that I cannot do this year?
      ____
      ____

   e. What would I like to be like when I am in high school?
      ____
      ____

   f. What would I like to be when I grow up?
      ____
      ____

ACTIVITY #2

Make a bulletin board of photographs students bring from home showing them at different ages.



CONCEPT 5: PEOPLE MUST WORK IF SOCIETY SURVIVES.

ACTIVITY #1

Bulletin Board of the Circular Flow. See the Arkansas Guide for Economic Education.

ACTIVITY #2

List all the workers needed in order for you to go to school today.

ACTIVITY #3

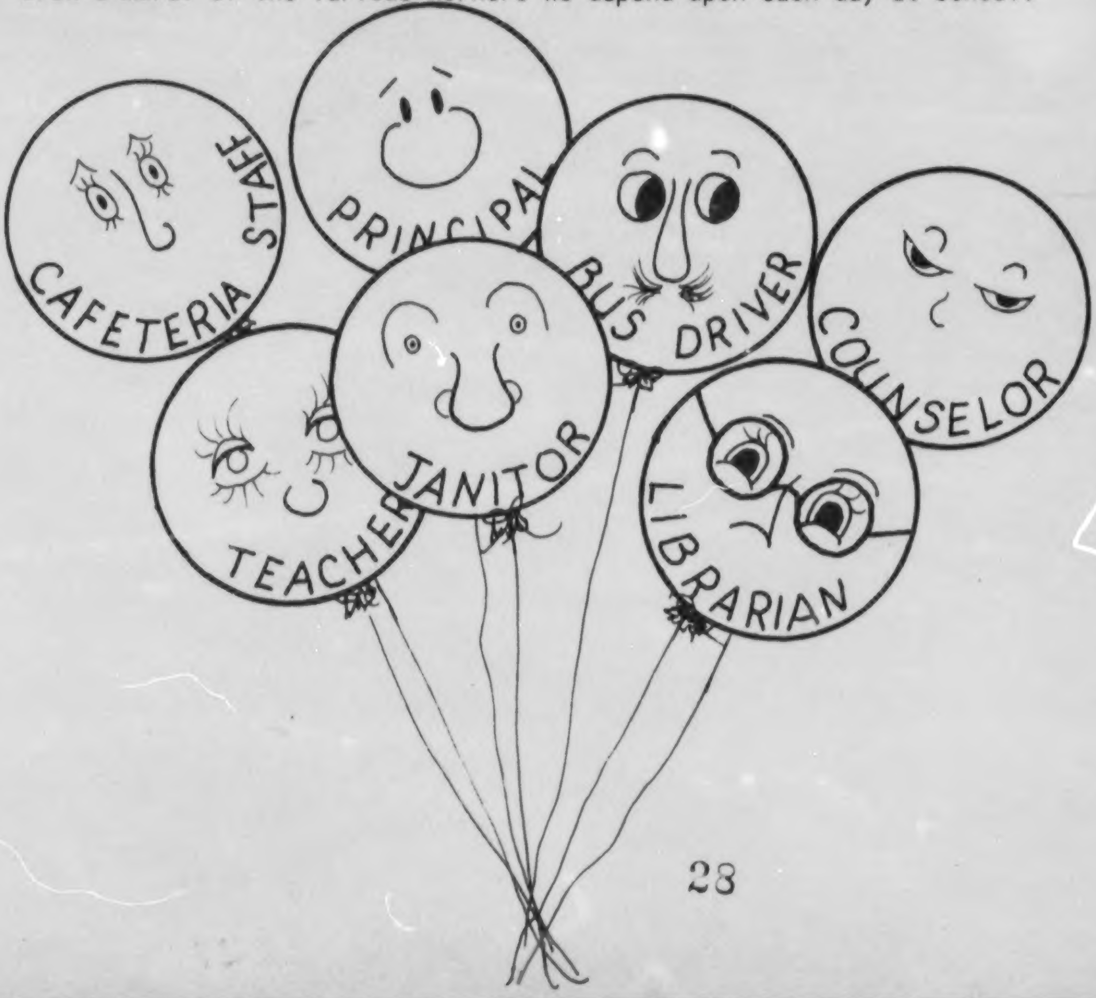
Have students observe workers that come to the school and have them talk to students about their work and its relationship to the school.

ACTIVITY #4

Discuss various community workers we depend upon for the goods and services we need and want.

ACTIVITY #5

Draw a mural of the various workers we depend upon each day at school.


CAFETERIA STAFF
PRINCIPAL
BUS DRIVER
COUNSELOR
TEACHER
JANITOR
LIBRARIAN

CONCEPT 6: WORK IN OUR WORLD OF TODAY IS IMPORTANT.

ACTIVITY #1

It is important to help students understand that everybody works. Some people like their jobs and some people don't like them. Most people change jobs several times. Use this form as a guide to help the student see how his work habits have changed. Fill in the blanks with appropriate ages:

THE WORK I'VE DONE

When I was (5) years old, I liked to do this type of work:______________________________; but I didn't like to do this type of work:____________________________________.

When I was (8) years old, I liked to do this type of work:______________________________; but I didn't like to do this type of work:____________________________________.

Now I like to do this type of work:______________________; but I don't like to do this type of work:______________________________.

When I get big, I think I will want to do this kind of work:____.

ACTIVITY #2

Interviewing by students can give valuable career information. Advance planning can make this a pleasant task for the persons involved. The following guide is suggested for this activity:

> The student chooses a person to interview that (a) he will feel comfortable with, and (b) he would like to know more about.
>
> Help the student make a list of questions to ask that will give him the information wanted. For example:
>
> What kind of name does your job have?
> What kind of school did you attend to learn to do your job?
> How long did you have to go to school for this job?
> What kind of experience did you need to get this job?

ACTIVITY #2 contd.

How long have you done this kind of work?
What other kinds of work have you done?
What did you learn in elementary school that you need for this job?
If you didn't have the job you have now, what kind of job would you like to have?
Do you think your job is important? Why?

ACTIVITY #3

Invite resource people into the classroom to share their experiences in the world-of-work.

ACTIVITY #4

Discuss jobs in your local community. Have children find out just how varied the services are that are offered to the people living here. Bring in ads from telephone books, newspapers, brochures, pictures of signs, or paid bills. List by category, for example: home repair services, home building services, car services, animal services, hair needs, physical needs, food sales, restaurants, educational facilities, etc. Students can then list these that require trade school learning, college learning, on-the-job training; which are indoor, outdoor, dependent upon weather, not dependent upon the weather. This will expose students to a wide range of jobs, locally, that they can begin to consider as their life's work. Training can be considered and weighed.

SERVICE
WITH A
SMILE!

CONCEPT 7: MANY PEOPLE WORK TO MAKE LIFE BETTER FOR ALL

ACTIVITY #1

Tour the school. Introduce the students to teachers, principal, serretary, cafeteria workers, librarians, custodians and all other staff members. Discuss the rooms where the students' brothers and sisters are in class.

ACTIVITY #2

Draw pictures and write stories about the school workers and ways that the children can help them do their work better.

ACTIVITY #3

Draw a mural of the school.

ACTIVITY #4

Invite the school workers into the classroom to tell the students more about their work.

ACTIVITY #5

At the beginning of the school day, the students may be asked to be on the lookout for all the people they see who work for the school. Near the end of the day have the students name everyone they saw and list on chalkboard or chart. (Include postman, milk deliveryperson, Wells Fargo workers, United Postal Service, garbage collectors, electricians, construction workers, etc.) Each day add workers who help us to the list. Discuss how the workers helps us, what their jobs are.

ACTIVITY #6

Invite these workers to the class to share their knowledge about the world-of-work and what special training each worker needs.

ACTIVITY #7

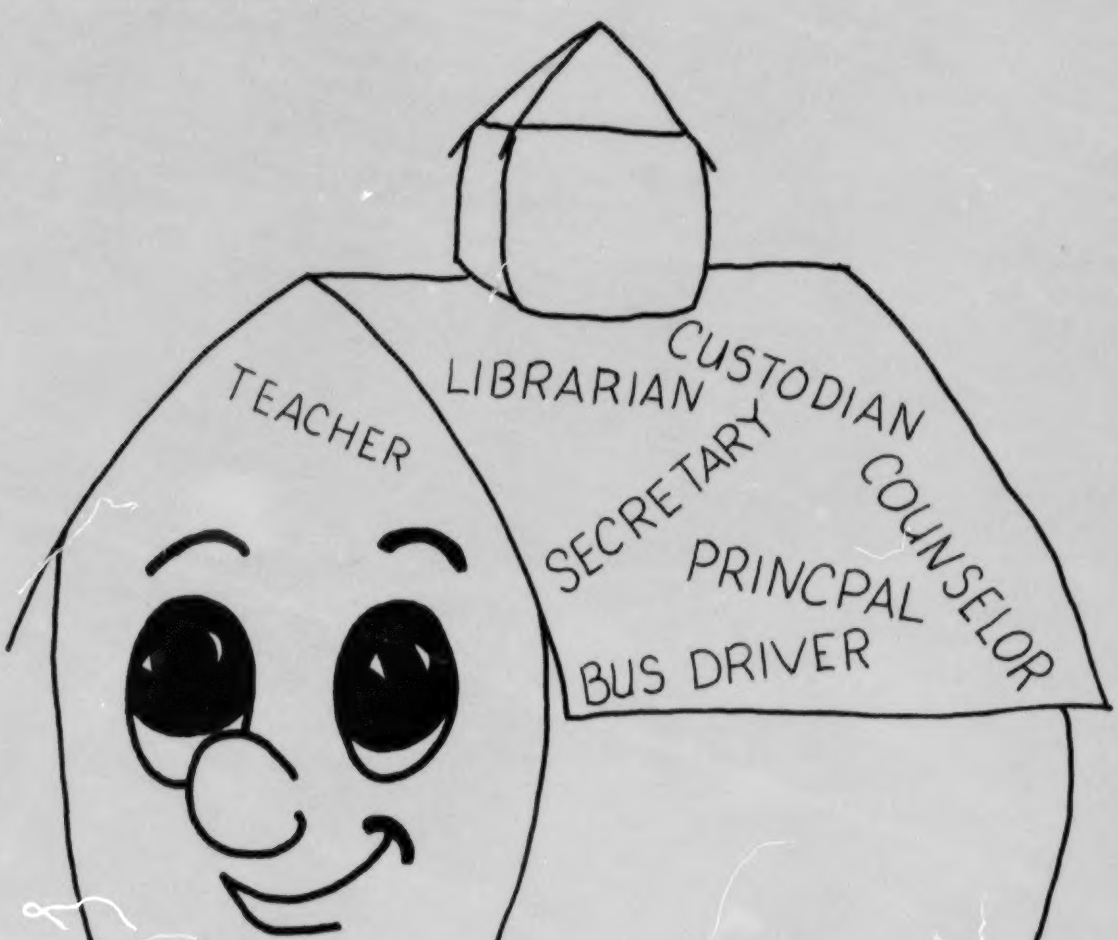
Give the class a fictitious situation to solve by answering these questions: "What can be done? and What different kinds of work must be done?" Use the following situations for discussion, make up your own or let the students think of some.

1. A space ship is on the moon and can't leave because it has no fuel. The three astronauts have enough food, water and air to last a month.

ACTIVITY #7 contd.

2. The school custodian falls off a ladder and breaks his leg. The school does not have any money to get another custodian. Floors are getting muddy, the furniture is dusty, the wastebaskets are full and the bathrooms are very dirty.

3. Three ladies work in the school cafeteria. Two ladies get sick and go home just before lunchtime. The one lady left cannot serve the plates, get the milk, make change and clean up the kitchen by herself.


TEACHER
LIBRARIAN
CUSTODIAN
SECRETARY
COUNSELOR
PRINCPAL
BUS DRIVER

LOOKING AT
SCHOOL CAREERS

CONCEPT 8: WORK PROVIDES OPPORTUNITIES FOR THE INDIVIDUAL TO ENHANCE HIS WORTH AND DIGNITY.

ACTIVITY #1

This inventory can be given orally to a student or the student may write the answers if this is duplicated.

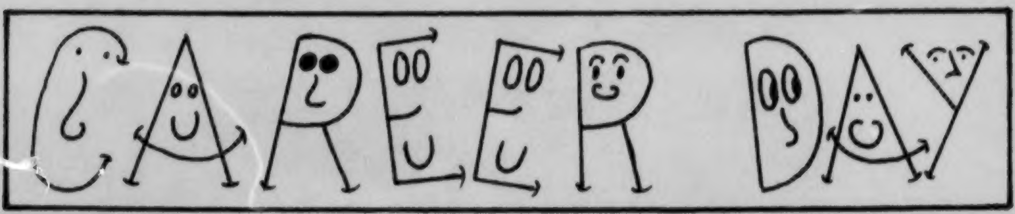
MY FEELINGS ABOUT WORK
(Check your feelings about each statement.)

		YES	NO
1.	I like to work.	____	____
2.	Time spent working is time wasted.	____	____
3.	Doing my work well makes me happy.	____	____
4.	Other people are pleased when I do my work well.	____	____
5.	I hate homework and all other work.	____	____
6.	I enjoy working on school projects.	____	____
7.	I learn new things when I'm working.	____	____
8.	I like to work when I am helping other people.	____	____
9.	I don't want to work unless I get money for it.	____	____
10.	I am proud to tell my friends about the work I do.	____	____
11.	I know how to do more than one kind of work.	____	____
12.	I have to be made to do my work.	____	____

(Numbers 1-3-4-6-7-8-10-11 if checked "yes" show a positive attitude toward the worth and dignity of work.)

ACTIVITY #2

Career Day is an activity that the students can plan for and it brings many resource persons to the school. Students either tell or write down three careers that they are interested in learning more about. These are tabulated to eliminate duplications and to provide a master list of what the students prefer. The students under the direction of the teacher contact persons in the community who are working to share information about their jobs with the students. The resource person brings audio-visual aids, brochures or any materials he needs to make his presentation. The students can have interviews with the resource persons in small groups if time permits. The number of resource people invited can be as many as the school and schedule have time for. A great deal of pride in their work is evident from these people sharing information about their chosen careers.



EDUCATIONAL AWARENESS

EDUCATIONAL AWARENESS---EDUCATIONAL IDENTITY

The purpose of this element is to help students become asquainted with the array of educational opportunities which will become available to them as they progress through school; the nature of these opportunities; the career implications in these opportunities; and to help students perceive the relationship between education, life roles, and life styles.

The entering student has some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and present world; and the changing world in which he will assume a more complete, productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education, training and life roles; the knowledge of himself as a participant in education and training; his learning style; pace capabilities and capacities; and the ability to select and evaluate educational avenues for the development of his career plans.

EDUCATIONAL AWARENESS CONCEPTS

1. A well-planned school program can provide effective training.
2. Training is necessary for most jobs.
3. Learning basic school skills--reading, writing, spelling, computation, communication--is necessary for almost all types of jobs.
4. Several skills may be required to perform a given task.
5. Career-oriented learning occurs in school and out of school.
6. Different kinds of work require varying degrees of training and education.
7. Knowledge and skills in subject matter areas are helpful in occupational competence.

CONCEPT 1: A WELL-PLANNED SCHOOL PROGRAM CAN PROVIDE EFFECTIVE TRAINING.

ACTIVITY #1

Any story can be used to illustrate this concept. One, for example, is the story of the Three Little Pigs. This story can be obtained from the media center and can be read to the students or it may be available in supplementary reading materials. Read the story to the class and use pictures to illustrate the different activities brought out in the story that pertain to work. After the story is read ask the following questions for discussion purposes:

1. Who can tell me the things these houses were made of?
2. What house did you like best? Why?
3. Tell which house you think was the strongest.
4. Which one of the pigs worked harder and did a better job on his house?
5. Can you tell me what the word effort means?
6. Which pig displayed the most effort of all?
7. Talk about the difference in being willing to learn and being able to learn.
8. Was there a time that one of you felt good about a job you did very well?
9. Did you do the best job you knew how to do?
10. Discuss skills in other areas that are needed before a job can be well done.

ACTIVITY #2

Ask students to make a map of the school building. Divide into groups and take a trip around the school. Ask students to list all workers they encounter and mark the places visited on the map.

ACTIVITY #3

Bake bread, make a cake, etc. to show the importance of math skills and following directions. List occupations that would use these skills (baker, chef, candy man, etc.).

ACTIVITY #4

Make a list of all jobs that require map reading skills. (Delivery man, truck drivers, policeman, etc.)

CONCEPT #2: TRAINING IS NECESSARY FOR MOST JOBS.

ACTIVITY #1

Write on a chart at least four or five different occupations. Ask the students to help you list things they could learn at each one of these places. For example, a grocery store could give much information to them that perhaps they simply take for granted. Direct the students to identify people who come to the classrooms to show different things such as the nurse, dentist, the school photographer etc.

As an art correlation, ask the students to draw pictures of people they have seen working at various jobs in the community. Have them name some of the skills that the worker needs to know. Where did the worker learn the skills he uses?

ACTIVITY #2

Discuss the occupation each student wishes to follow. The students can search for pictures of different types of careers. As the illustrations are brought in and displayed, have students discuss the training necessary for each occupation, length of training, financial possibilities, and how these needs relate to students in the second grade.

Learning the skills of reading, writing, spelling, and math will perhaps have more meaning if students understand the need for these skills.

ACTIVITY #3

Choose a business employing many people that do a variety of jobs like in a hospital. List the occupations that require special training to keep the hospital going. (Nurse, ambulance driver, x-ray technician, doctor, janitor, etc.)

CONCEPT 3: LEARNING BASIC SCHOOL SKILLS--READING, WRITING, SPELLING, COMPUTATION, COMMUNICATION--IS NECESSARY FOR ALMOST ALL TYPES OF JOBS.

ACTIVITY #1

After making sure most students know how the clock face is arranged and can tell time pretty well by the hour, discuss half-hours so they will have a little knowledge about this.

Show the students a second hand on a watch or clock and explain that one rotation is equal to one minute. Students can count how many times their hearts beat in one minute or some other ways in which time is a factor. Discuss what kinds of workers use watches or clocks in their jobs. (Nurses, doctors, photographers, coaches, athletes, etc.)

ACTIVITY #2

Obtain newspapers, old candy boxes (used for peppermint sticks, hard candy, etc.) and set up a store in one corner of the classroom. Allow time for students to make play money or play money can be purchased from the store. Each student is free to pick the things out that he wants to buy but he must keep up with how much money he has to start with and how much his purchases are going to cost him.

Real money can be brought in as well and a lesson in making change and counting money can be entered upon right here. Maybe a review is the only thing that is necessary for the class. Some of the students may have little red grocery counters to bring from home that will help them keep track of what they spend.

ACTIVITY #3

Show how basic school skills are necessary to run a home:

math - cooking, paying bills, etc.
reading - giving medicine, cooking, etc.
spelling - grammar, writing letters to families and bussinesses.

COOKING
RECIPE
BOX

READING
COUGH
SIRUP

CONCEPT 4: SEVERAL SKILLS MAY BE REQUIRED TO PERFORM A GIVEN TASK.

ACTIVITY #1

Relate English, math and science to the growth of a tree and the methods of determining the condition of the tree as well as its age. Discuss the common needs that trees and people have. This leads to a discussion of occupations needed to care for trees from planting to paper mill or lumber yard - and of people from birth through death. All subjects are easily integrated into this study.

ACTIVITY #2

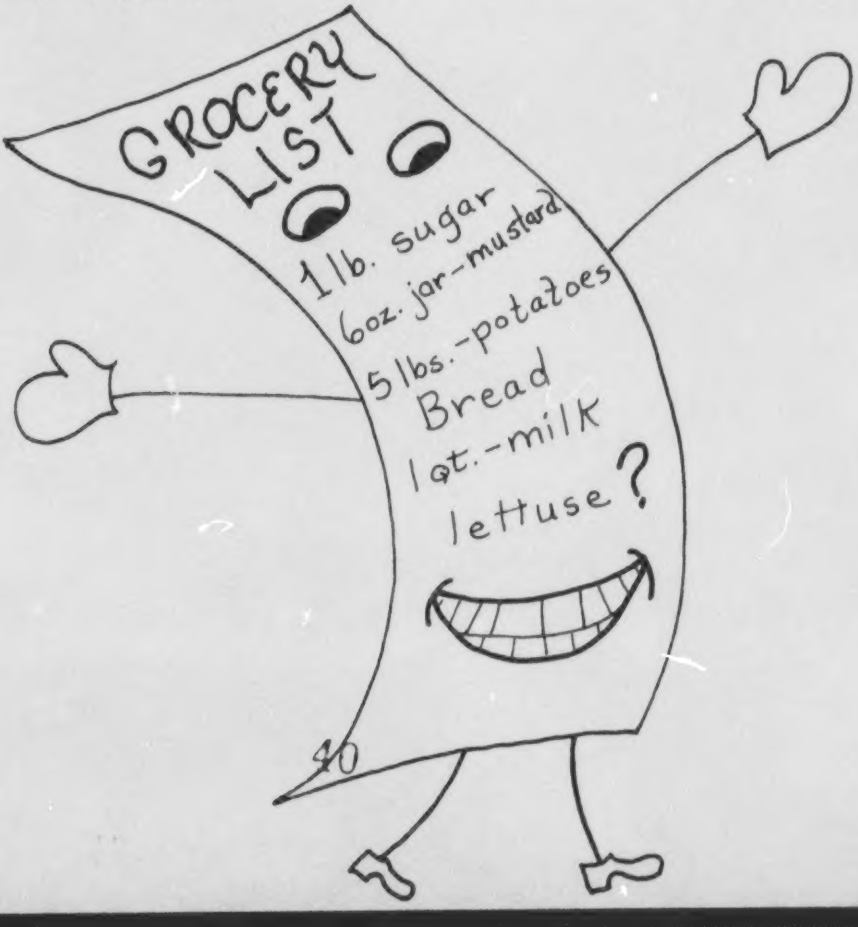
Name the people who work with flowers (florist, landscape artist, soil conservationist). Take a field trip to a local nursery. Observe the many jobs and skills essential to successfully operate a nursery. (A book bindery is also good.)

ACTIVITY #3

Draw a map showing the fire drill pattern for your classroom. Help students understand the skills needed for having a fire drill in your school.

ACTIVITY #4

Discuss how many skills a shopper needs to go buy groceries. (Reading, counting, spelling, etc.)



CONCEPT 5: CAREER-ORIENTED LEARNING OCCURS IN SCHOOL AND OUT OF SCHOOL.

I am learning for me
So I can see
Where I might fit in the economy.

So I won't doubt
I am thinking about
What I can best do
So my job I will like
When it is time to choose.

I know what I want.
I've learned what I need.
This helps me to see
How I might fit in the economy.

Written by: Primary II Students
Fair Park School
Little Rock, AR

ACTIVITY #1

Let students tell why they are going to school, learning about themselves, and learning about their world. Use experience charts, poetry, or any creative medium you find best suited.

ACTIVITY #2

Discussion - Have students talk about how reading, writing, and math are used in their homes.

1. Cooking
2. Grocery list
3. Paying bills
4. Check writing
5. Safety in home, to and from school

ACTIVITY #3

Have a pet day at school where each student brings his or her pet to school to share with the group. The student describes the work of caring for the pet. List animal related jobs in the world of work.

Examples: pet store operator, saddle maker, veterinarian, feed store operator, etc.

PET DAY
TODAY!

CONCEPT 6: DIFFERENT KINDS OF WORK REQUIRE VARYING DEGREES OF TRAINING AND EDUCATION.

ACTIVITY #1

Use stories about famous people the students have heard or read something about. These stories can be taken from various sources. They can be read by the entire group or read separately by individuals in the class and then discussed. Ask questions similar to these for discussion about the stories.

1. What was the person you read about like when he was a child?
2. What did he want to be when he got to be big?
3. Did he finish school?
4. How much education did he have?
5. How did his school work help him after his career had begun?

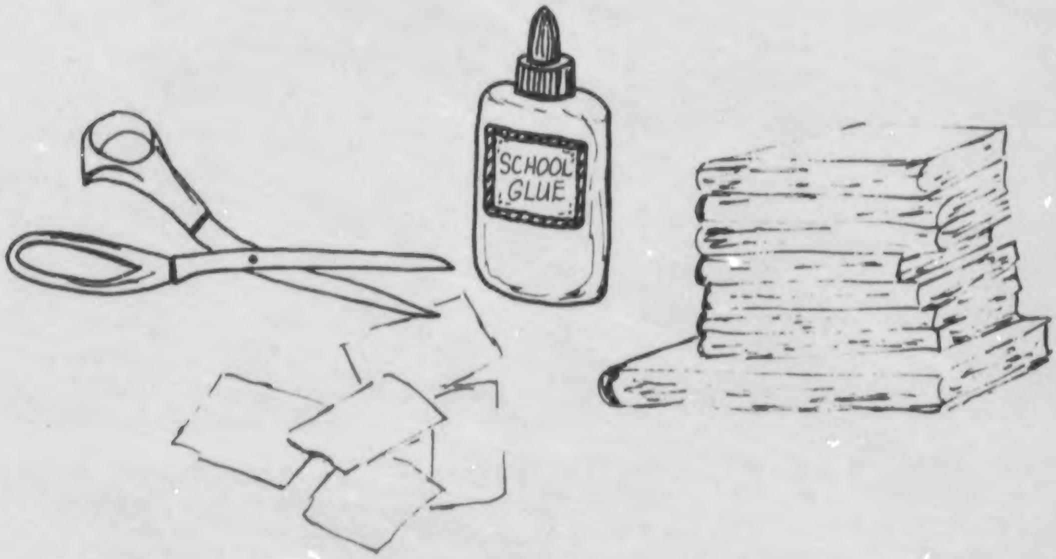
Give class more information about prominent people. Ask if there was anything in their educationalbackgrounds that helped to foster their careers in later life.

ACTIVITY #2

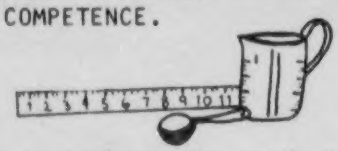
Ask students to interview their families and friends. Write down the occupation of each one and the training and education required.

ACTIVITY #3

Cut out pictures of people in different occupations and paste on poster board. Talk about the training and education required for each occupation. Point out that the type of training required for a doctor and a garbage man are very different but each job is important.



CONCEPT 7: KNOWLEDGE AND SKILLS IN SUBJECT MATTER AREAS ARE HELPFUL IN OCCUPATIONAL COMPETENCE.



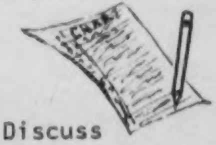
ACTIVITY #1

The purpose of this activity is to have the students become aware of the need for measurement in various occupations and the knowledge necessary before these jobs can be done well.

Ask the students to name some occupations having to do with measurement. (Carpenters; plumbers; packing houses for cereals, liquids, canned goods; druggist, etc.)
Ask each student to choose a particular occupation and decide how measurement enters into that particular occupation, how it is important and the other skills necessary for this particular job. Students can use various measurement devices within the classroom itself or bring other measuring devices from home to use for this project.

ACTIVITY #2

List on a chart with the teacher's help a list of tasks that students think they can do. List the skills that are necessary to perform the task. Compare the skills to the task to see if students are competent in each task.



ACTIVITY #3

Students will bring items to school to make "No Bake Fudge". Discuss the careful use of measurements in cooking. Assign different tasks to students to make fudge and clean up. Fudge may be shared with other classes or put in teacher's lounge as a special treat.

No Bake Fudge Recipe

1 8 oz. pkg. cream cheese
6 cups confectioner's sugar
dash of salt
1 T vanilla
½ cup cocoa
butter

Lightly butter a nine-inch square pan. Have cream cheese at room temperature. Place cheese in large bowl and work with spoon until smooth and soft. Slowly stir in confectioner's sugar, salt, and cocoa. Add vanilla. Press into pan and chill. Makes 24 servings.

m-m-m good!
COCOA
C. SUGAR

CAREER AWARENESS

CAREER AWARENESS---CAREER IDENTITY

The purpose of this element is to help students become acquainted with the variety of occupations in which people are employed; the various personal meanings that work has for adults; and the patterns different people follow in developing careers.

The individual entering school possesses some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role within the world of work.

CAREER AWARENESS CONCEPTS

1. There is dignity in work and all work is important.
2. Many people work to make life better for all.
3. All occupations have their own work settings.
4. Occupations and life-styles are interrelated.
5. Careers are grouped by fields and related occupations are grouped in clusters.
6. Every career requires some special preparation.
7. Young women as well as young men should prepare for a career.
8. Career planning should be a privilege and responsibility of the individual.
9. Exploratory work experience helps improve knowledge about careers.
10. Work that is enjoyed by some is disliked by others.

CONCEPT 1: THERE IS DIGNITY IN WORK AND ALL WORK IS IMPORTANT.

ACTIVITY #1

Ask the students to look for and clip pictures from newspapers and magazines which suggest jobs in their community. Place all "job pictures" in the bag.

Allow the students to draw a "job" from the bag. Let this be the springboard for a class discussion about the career, and its value to the community and the students' likes and dislikes.

ACTIVITY #2

Have students talk together about careers their parents are in. Make a list of all careers that we have in our community. Make list of careers that other communities might have and why. Find books and read about these various careers and the need for these careers. Have students draw pictures of what they would like to be when they grow up.

Make a bulletin board depicting all the different careers from A - Z using the alphabet on the bulletin board. A picture may be drawn for each letter of the alphabet.

ACTIVITY #3

Help the students study animals to illustrate this concept. The social structure of the ant and bee colonies; the work habits of beavers, birds, and all creatures will show our interdependency within each specie that contributes to its survival. Assist students in realizing that in nature, all animals and insects must work so they all can live.

A - Z

CONCEPT #2: MANY PEOPLE WORK TO MAKE LIFE BETTER FOR ALL.

ACTIVITY #1

Have your class do this as a group bulletin board project. Let students think of all the jobs that begin with each letter of the alphabet. For example, the letter A: accountant, acrobat, adjutant general, admiral, aerialist, airline hostess, airplane pilot, ambassador, ambulance driver, analyst, anesthesiologist, animal trainer, anthropologist, apothecary, archaeologist, architect, artist, assyriologist, astronaut, astrophysicist, athlete, attorney, auctioneer, author, aviarist. Put pictures of these jobs on the bulletin board and around each job picture put the tags with the student's names on them that want to do that particular job. Each week do a different letter of the alphabet. Bring in reading by having the students find and share with each other library books for each job. (Some books have rhymes in them for each job and can be copied for handwriting lessons. Put the pages together and create a "jobs" booklet.

ACTIVITY #2

Let students cut pictures from all available sources. The pictures will be of people working in different types of jobs. The picture collection will be used for each student to make one or more of the following:

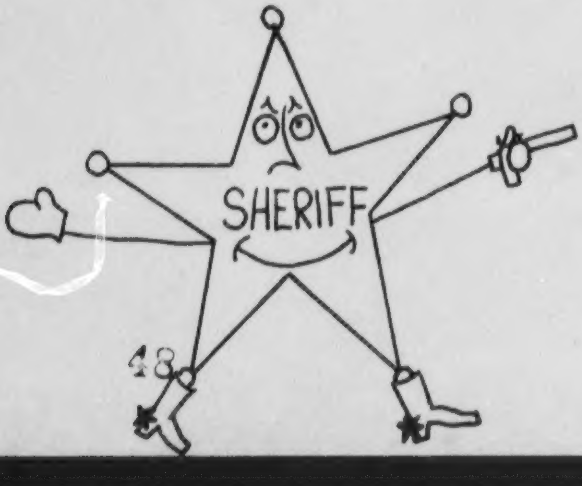
1. A collage representing jobs that influence the student's life.
2. Glue pictures on cardboard pieces. Make a mobile of workers that help each other with their jobs. Example: carpenter, bricklayer, plumber, electrician, and painter.

ACTIVITY #3

Let students list and discuss the types of jobs that fall into categories that reinforce a person's sense of well-being. You might ask, "What kinds of workers can you name that make a person feel safe and secure?"

Students could reply, "Policeman, fireman, doctor, soldiers, sailors, air force pilots, sheriff, telephone operator, etc.".

Another category could be workers who help us stay healthy (doctor, nurse, grocer, milkman, druggist, mothers, teachers, cafeteria workers, etc.).



CONCEPT 3: ALL OCCUPATIONS HAVE THEIR OWN WORK SETTINGS.

ACTIVITY #1

Have the students bring tools to go in the pockets of overalls or coveralls.

Display the tools and talk of the purpose of each one. The teacher should dress a mannequin with the help of the students. Let the students place tools in the correct pockets. After he is dressed, discuss the reason for the placement of the tools in the overalls. Why would a worker want to wear his tools? What kinds of workers wear them?

Leave the mannequin on display for at least a week so that other classes can get to see it. If a mannequin is not available, stuff newspapers in the arms, legs and body of the garment to make a "body".

ACTIVITY #2

Some people have to choose what they want to do as well as where they want to work. Students could make a list of workers who can choose where they will work. For example, doctors -- in a hospital, in an industry, or in private practice.

ACTIVITY #3

Have students make up "Who Am I?" riddles. They could describe where they work and see if the class could guess their occupations.

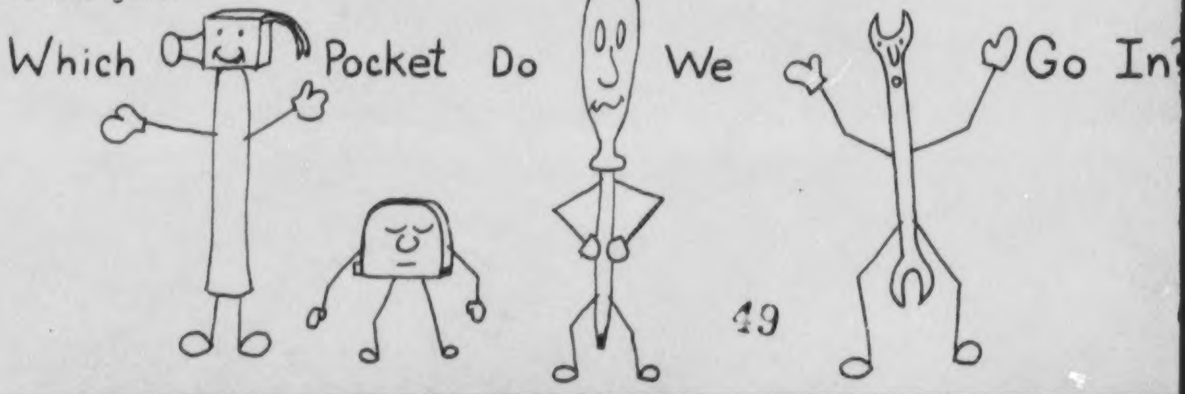
ACTIVITY #4

On separate index cards, write the names of several occupations the students are familiar with.

Make another set of cards that have on them, the places people work. (Classroom, laboratory, sidewalk, top of trees, etc.)

Seat a small group around a table and give each student two "occupation" cards. Leave the "places" cards in the center of the table.. Each student takes a "places" card and if it matches one of his "occupation" cards, he keeps it. If there is not a match, then he passes it on to the person on his left.

Each student takes a turn and the first one to match both of his cards wins the game.



CONCEPT 4: OCCUPATIONS AND LIFE-STYLES ARE INTERRELATED.

ACTIVITY #1

Let students talk about their parents' occupations and the locations of the places they work.

Display a large city map on a bulletin board. Have the students make a flag for both their father and mother with their names on each. The students place their flags on the map in the general area where their parents work.

The students can locate other parents who work near their own. This activity can spark lively discussion about the different places of employment.

Each student can color a dot on the map to represent his home. The distance between home and work can be discussed and its implication for travel and methods of travel.

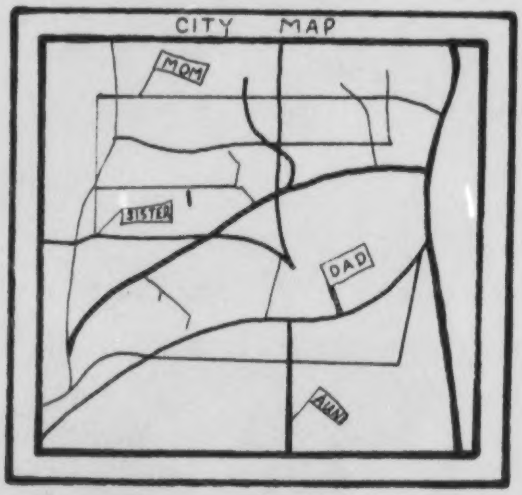
ACTIVITY #2

Let the students name hobbies, sports, or other ways they spend leisure time. This is followed by the class discussing careers that they could have where they could use their interests.

ACTIVITY #3

Play "Imagination" by telling the students an imaginary situation and let them respond.

1. "You live on the planet Jupiter in 3976 A.D. Describe your house and clothes. What kind of work do you do? What do other people do there?"
2. "You live in the Sahara Desert. Describe your life and your work. Tell about your home."



CONCEPT 5: CAREERS ARE GROUPED BY FIELDS AND RELATED OCCUPATIONS ARE GROUPED IN CLUSTERS.

ACTIVITY #1

Read the story The Five Brothers and observe that within a family can be found a variety of occupations. Discuss the importance of the duties of a trainman, a fireman, an airplane worker, a busman and a boatman. This story is not used to learn the duties of these occupations but to introduce the fact of different jobs held within a family.

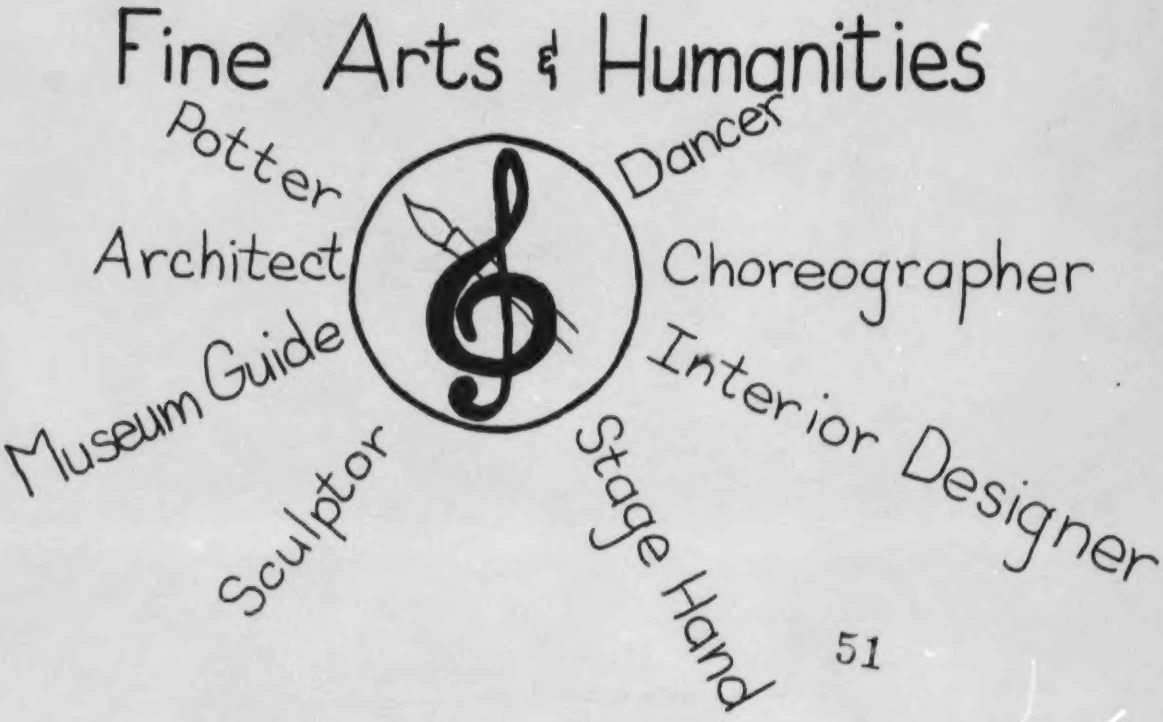
After a discussion of the various careers in this story, select a student to wear each hat or uniform and introduce himself and tell what he does and how his work is a help to his community.

ACTIVITY #2

Study the fifteen career clusters. Invite several resource people from each cluster. Help the students see how the jobs in a cluster are related and how the jobs in one cluster are dependent upon other clusters.

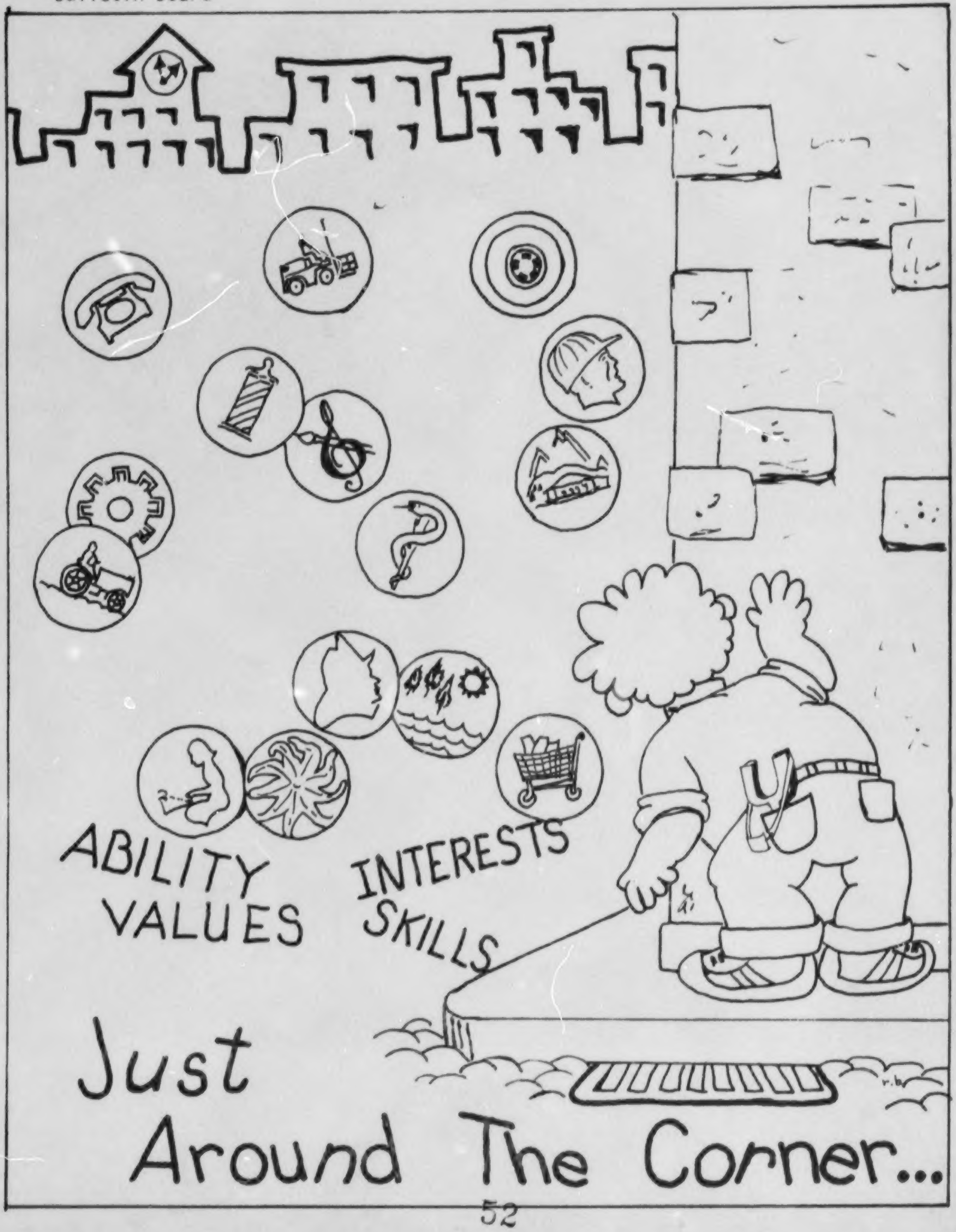
ACTIVITY #3

Decorate a coke case for each cluster. Have students bring objects from home that would represent the worker or the tools used by the workers in each cluster.


Fine Arts & Humanities
Potter
Dancer
Architect
Choreographer
Museum Guide
Interior Designer
Sculptor
Stage Hand

ACTIVITY #4

Bulletin Board


ABILITY
VALUES
INTERESTS
SKILLS
Just Around The Corner...
r.b.

CONCEPT 6: EVERY CAREER REQUIRES SOME SPECIAL PREPARATION.

ACTIVITY #1

To play "Pass the Buck", one student is to hold the buck before the class on which has been printed varied occupations. He describes one of the occupations. If a student recognizes the occupation, he calls out "Pass the Buck". If his identification is correct, it is his turn to describe an occupation.

ACTIVITY #2

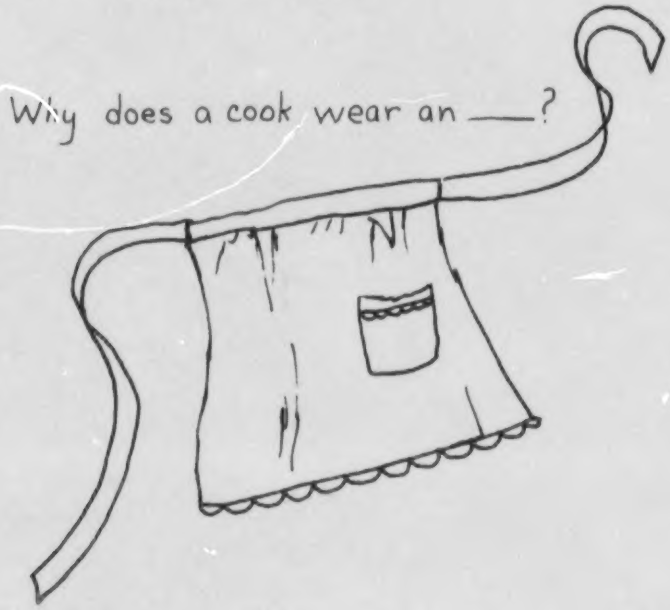
Have the students name some careers that go with these examples of skills:

1. I can do addition and subtraction problems.
2. I can spell words very well.
3. I can draw and color pretty pictures.
4. I know how to read maps.
5. I can use a dictionary.
6. I can ride a bicycle.
7. I can sing and play the piano.

ACTIVITY #3

Have the students answer and discuss these questions:

1. Why does a policeman wear a gun?
2. Why does a fire truck have a ladder?
3. Why does a soldier wear comfortable shoes?
4. Why does a cook wear an apron?
5. Why does a milkman drive a truck?
6. Why does a carpenter have a saw?


Why does a cook wear an ___?

CONCEPT 7: YOUNG WOMEN AS WELL AS YOUNG MEN SHOULD PREPARE FOR A CAREER.

ACTIVITY #1

Students find out the specific job titles of their parents - both mother and father. Being a housewife is having an occupation. Also, they learn the tools each uses in his job.

Children label cards or leaves with job titles and/or tools used in the jobs. These are hung on tree limbs according to the categories listed on the roots of the tree. You can use a tree branch, a cardboard tree or one drawn on the chalkboard.

Pictures of the jobs being performed may also be drawn or cut from magazines and hung from the branches. This can be followed by group discussions on the importance of the parents' jobs in the community.

ACTIVITY #2

Students dictate to the teacher what their parents do at work. They decide (with the teacher's help if necessary) whether their parents produce a good or a service. The teacher writes the job description on butcher paper. Color code the words goods and services. After this is recorded the children can draw a picture of the parent at work. By separating the work done by mothers and fathers it is easy to see the difference in the type of work men and women do. This can also lay the foundation for teaching the children that career opportunities are changing for women. By color coding the words goods and services it will be easy for the children to see that in our economy more workers produce services than goods.

ACTIVITY #3

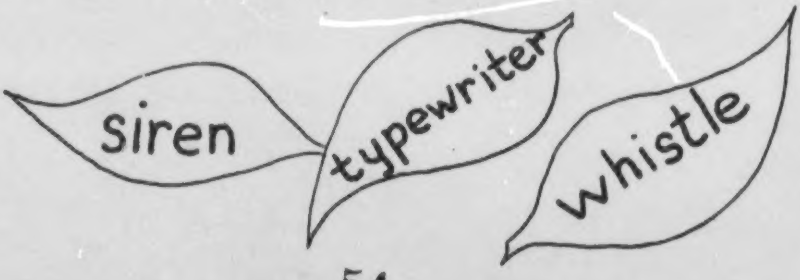
Prepare an Occupation Tree somewhere in the room and use it to display the names of occupations that can be found in the Army, Navy, or Marines. Emphasis must be on the new role of women.

ACTIVITY #4

Invite resource people into the classroom. Request, when possible, that companies send female workers doing jobs that used to be done mostly by men. For example: telephone repair person.

ACTIVITY #5

Contact the nearest recruiting offices for materials and pictures.



CONCEPT #8: CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

ACTIVITY #1

Many stories are geared to the student's interest and to situations in which he could place himself. As these stories are studied, build a chart captioned "Do you like your work?". On this chart put the character's name, what he wants, how he works for it, how happy he is in working for what he wants, and how satisfied he is.

At the end of the year review the chart with the students and stress that WORK is important to everyone's well-being, needs, and desires.

ACTIVITY #2

Have each student choose an occupation to research. The student will be able to tell changes that have taken place in this occupation in the area of job preparation.

ACTIVITY #3

Invite a counselor or a person from the Employment Security Division to talk with students. This lets them know that there are people who will help them choose a career.

ACTIVITY #4

Encourage students to talk with parents, teachers, principal, counselor, and other people who work at your school. These people can share their work experiences with the students.

CAREER
RESEARCH
AND
PLANNING

CONCEPT 9: EXPLORATORY WORK EXPERIENCE HELPS IMPROVE KNOWLEDGE ABOUT CAREERS.

ACTIVITY #1

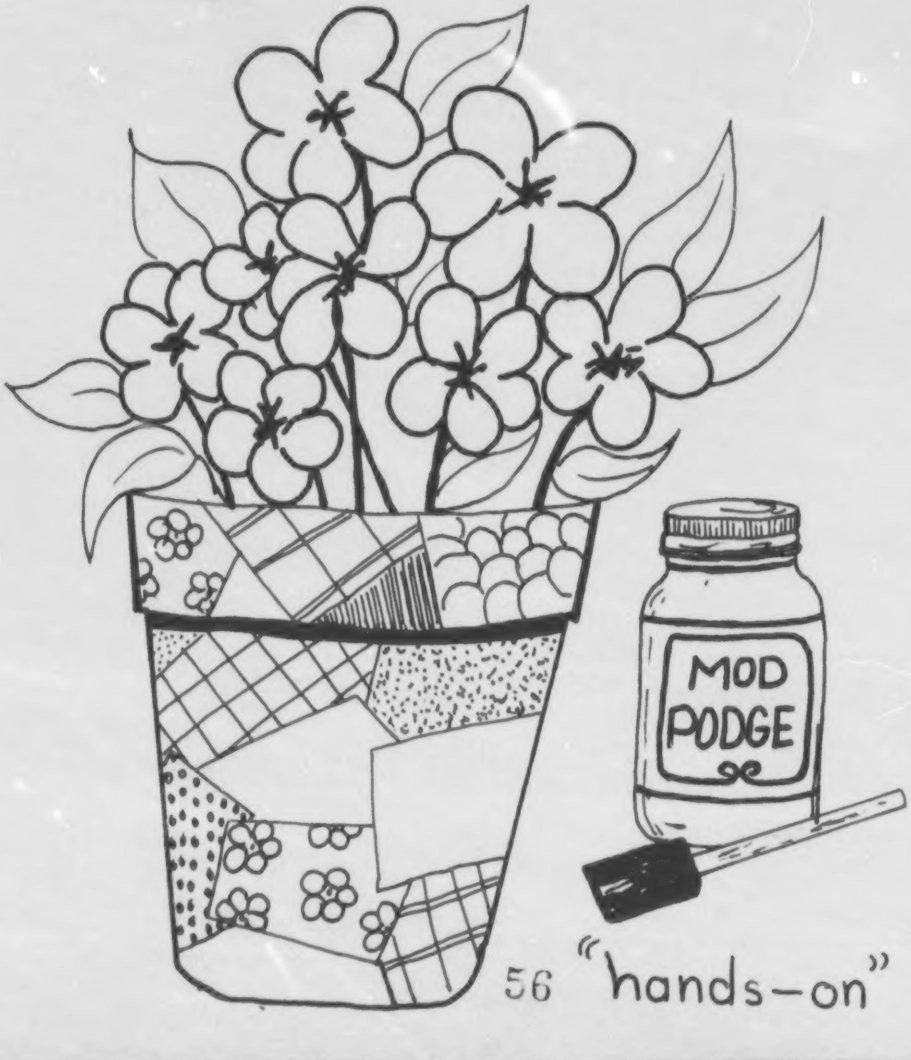
Provide as many possible ways as you can for students to have "hands-on" experiences in the classroom. (Include carpentry, cooking, sewing, quilting, landscaping, making models, flower-arranging, etc.)

ACTIVITY #2

Send home a job questionnaire to be filled out by the students' parents. Record the results of the questionnaire on a chart tablet. Discuss the results with the children.

ACTIVITY #3

Encourage students to go with their older brother or sister while they babysit (with employers' permission) or as they throw a paper route. If possible, they could also observe their parents on the job for a short period of time, or at least visit where the parent works.



CONCEPT 10: WORK THAT IS ENJOYED BY SOME IS DISLIKED BY OTHERS.

ACTIVITY #1

From magazines students find pictures of different work being done by both men and women. Cut out to make posters. One poster can show pictures of some jobs done by the students' own parents.

After the students learn to write, they can write stories about the jobs their parents hold. The advantages and the disadvantages of each job will be discussed. After the story is written on the chalkboard by the teacher student can copy it in his writing tablet as the daily writing lesson. The pupil whose parent the story is about each day, is allowed to copy the story into a special tablet and draw pictures to illustrate it.

ACTIVITY #2

Students could draw pictures or write stories about chores they like and dislike doing at home and in the classroom. Discuss the rewards they get for doing the chores - praise, allowance, extra money.

ACTIVITY #3

Have a "Hobby Show". Allow students to share their hobbies with class. Discuss how likes and dislikes influence our hobbies.

ACTIVITY #4

List various jobs on the board. Have students classify them according to the subjects they study in the classroom. For example: Reporter-writing; supermarket checker-math.

ACTIVITY #5

Do you work harder and play harder at things you like or things you dislike? Discuss the importance of people enjoying their work.

KEITH and TIM

Chores I Dislike!

ECONOMIC AWARENESS

ECONOMIC AWARENESS---ECONOMIC UNDERSTANDING

The purpose of this element is to help students become acquainted with the basic system and the social and economic changes which are occuring in the United States and the rest of the world, and the possible implications these changes will have on their careers.

Career education will facilitate the student's thorough exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to understand the economic environment and solve personal and social economic problems.

ECONOMIC AWARENESS CONCEPTS

1. Some jobs produce goods; others produce services.
2. Each individual is a consumer, producer, and citizen, and as such has certain rights and responsibilities.
3. Work cannot be accomplished without productive resources.
4. The structure of the economic system gives people a work incentive.
5. Work opportunities are influenced by our economic system.
6. Some jobs are needed everywhere while others may be determined by where one lives, by supply and demand or by changing conditions.
7. Division of labor and job specialization will increase productive efficiency.
8. Interdependence creates a need for world trade.
9. Technological development may contribute to job disappearance or job emergence.
10. Man must learn to use technology to his own advantage.

CONCEPT 1: SOME JOBS PRODUCE GOODS; OTHERS PRODUCE SERVICES.

Vocabulary: Goods - Material things that are capable of satisfying human wants.

Services - Work that is done for us -- doctors, teachers, lawyers, service station attendants, waiters, etc.

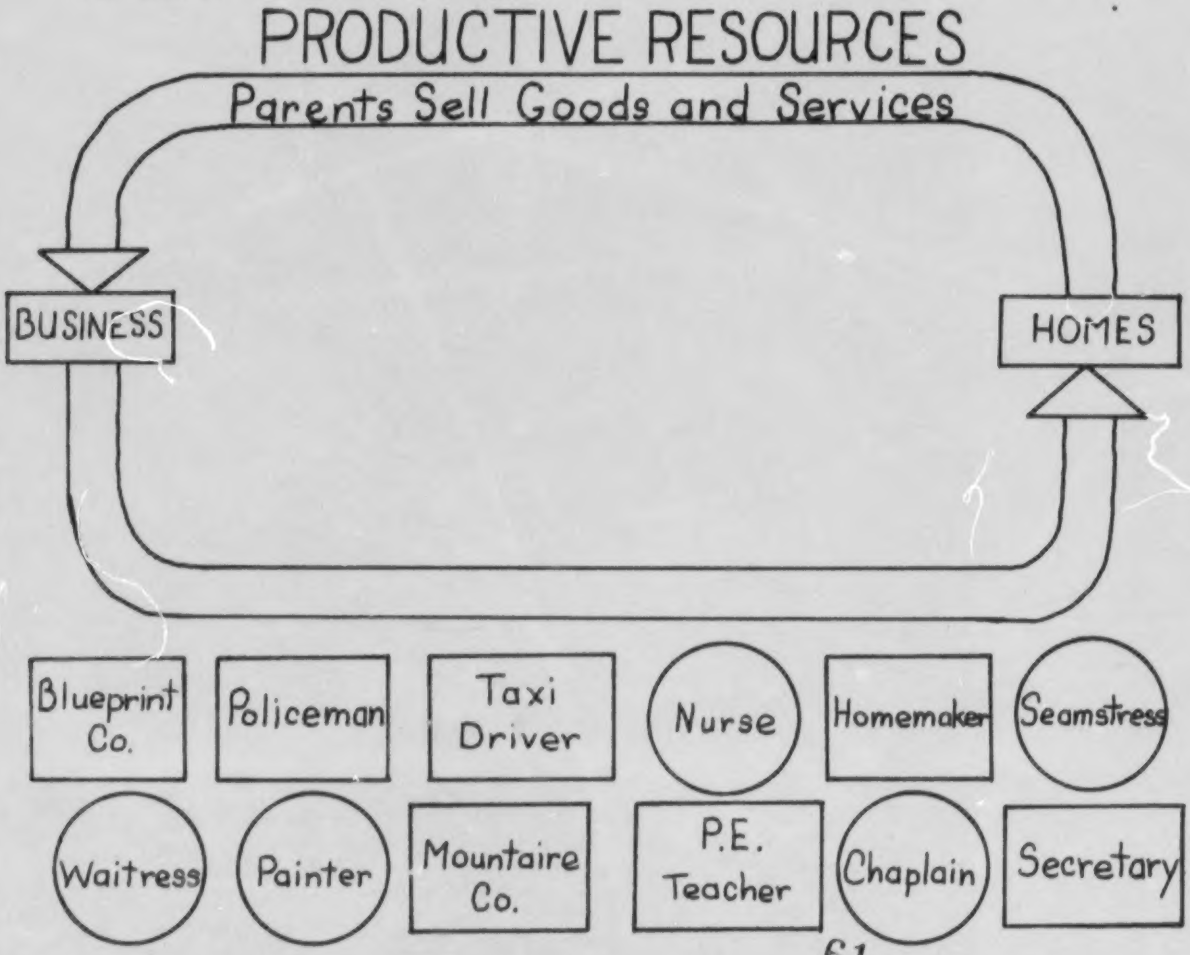
ACTIVITY #1

Charts: Mommies at Work
Daddies at Work

Students describe what their parents do. Record this information on the charts. Ask the students if their parents produce goods or services. Color code the words goods and services. This will enable the children to see that in our country more workers produce services than goods.

ACTIVITY #2

Flow Chart - Have children make small illustrations of goods and services produced by parents. Use two pieces of poster board and tape together for chart.


PRODUCTIVE RESOURCES
Parents Sell Goods and Services
BUSINESS
HOMES
Blueprint Co.
Policeman
Taxi Driver
Nurse
Homemaker
Seamstress
Waitress
Painter
Mountaire Co.
P.E. Teacher
Chaplain
Secretary

ACTIVITY #3

Students cut pictures of workers from magazines. Tell if they are producing a good or a service.

ACTIVITY #4

Creative Writing - Students write about what their parents do at work.

ACTIVITY #5

Chart Stories

ACTIVITY #6

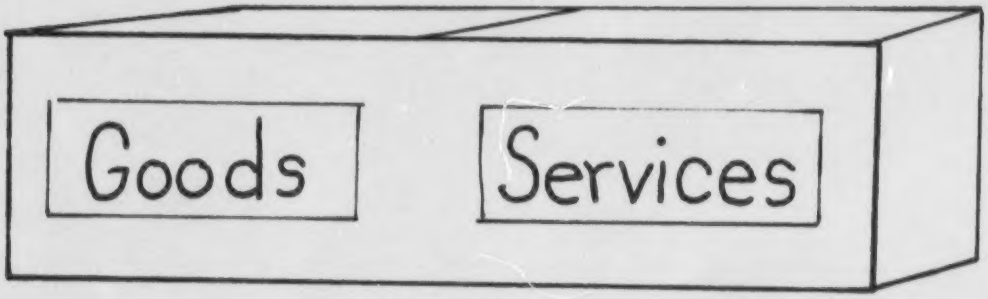
Game - Have a box with two compartments. Label one compartment Goods, the other Services. Let the students sort pictures according to what the worker is producing.

ACTIVITY #7

Field trip to a place of work that produces goods, then to a service producer.

ACTIVITY #8

Film - We Want Goods and Services



CONCEPT 2: EACH INDIVIDUAL IS A CONSUMER, PRODUCER, AND CITIZEN, AND AS SUCH HAS CERTAIN RIGHTS.

Vocabulary: Consumer - A user of goods and services.

Producer - One who does useful work; they produce for themselves as well as for other producers and consumers.

ACTIVITY #1

Films and Filmstrips

We Make Choices - Arthur Barr
We Want Goods and Services - Authur Barr

BFA Educational Films

ACTIVITY #2

Magazine pictures:
- --of consumers.
- --of workers on the job consuming goods and services.

ACTIVITY #3

Peabody Language Development Kit Level II contains pictures of various workers.

ACTIVITY #4

Begin booklet of the home. Students can do pages throughout the year as they learn the concepts. (Refer to page after ACTIVITY #14)

ACTIVITY #5

Tour the school to see goods and services produced by the school workers.

ACTIVITY #6

Discussion - Goods and services that are produced by the students.

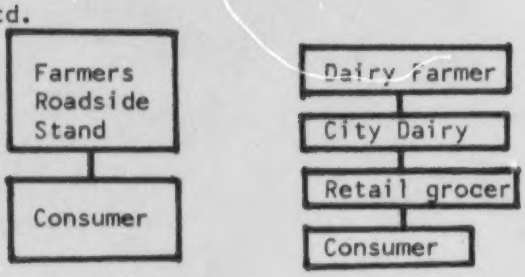
ACTIVITY #7

Choose a product. Make a chart or a mural of all the different steps from beginning of product to final product.

ACTIVITY #8

Shadow boxes showing steps of product being developed. Example of steps you might follow:

ACTIVITY #8 contd.



ACTIVITY #9

"Sequence Cards" - Make a set of cards showing the sequence of development of a product from beginning to end.

ACTIVITY #10

The Job Is In The Bag

Ask the students to look for and clip pictures from newspapers and magazines which suggest jobs in their community. Place all "job" pictures in the bag.

Allow the children to draw a "job" from the bag. Let this be the springboard for a class discussion about the career, and its value to the community and the students' likes and dislikes. Does the worker produce a good or a service?

ACTIVITY #11

Labels - Have your students collect objects and pictures concerning their parents' work. This will involve help from the parents. Together they will also write a description of the occupation of the parent.

Have the students share their written descriptions with the class and show what they have brought. Label and put these objects on display. A discussion of the various responsibitities of these jobs should be conducted throughout the presentations.

The students further develop their reading abilities by reading over the labels that describe the objects and pictures.

Instead of reading written descriptions, the students could role-play the jobs and then show their objects. Or on another day of the unit they could choose the occupation of another students' parent and role-play that, thus creating a guessing game. A booklet could be made of the written descriptions. Letting the students illustrate these would make an attractive booklet.

ACTIVITY #12

Trades - To play this game, the players divide into two groups. One group decides upon a trade or occupation that it will act out. These students then advance toward the second group saying:

> "Here are some men from Botany Bay;
> Got any work to give us today?"

The students in the second group then ask:

> "What can you do?"
> "Anything."
> "All right - begin."

The students in the first group then act out their trades. For instance, if they are bakers some will mix dough, others knead it, others look in the oven and perhaps a few will sell the finished products.

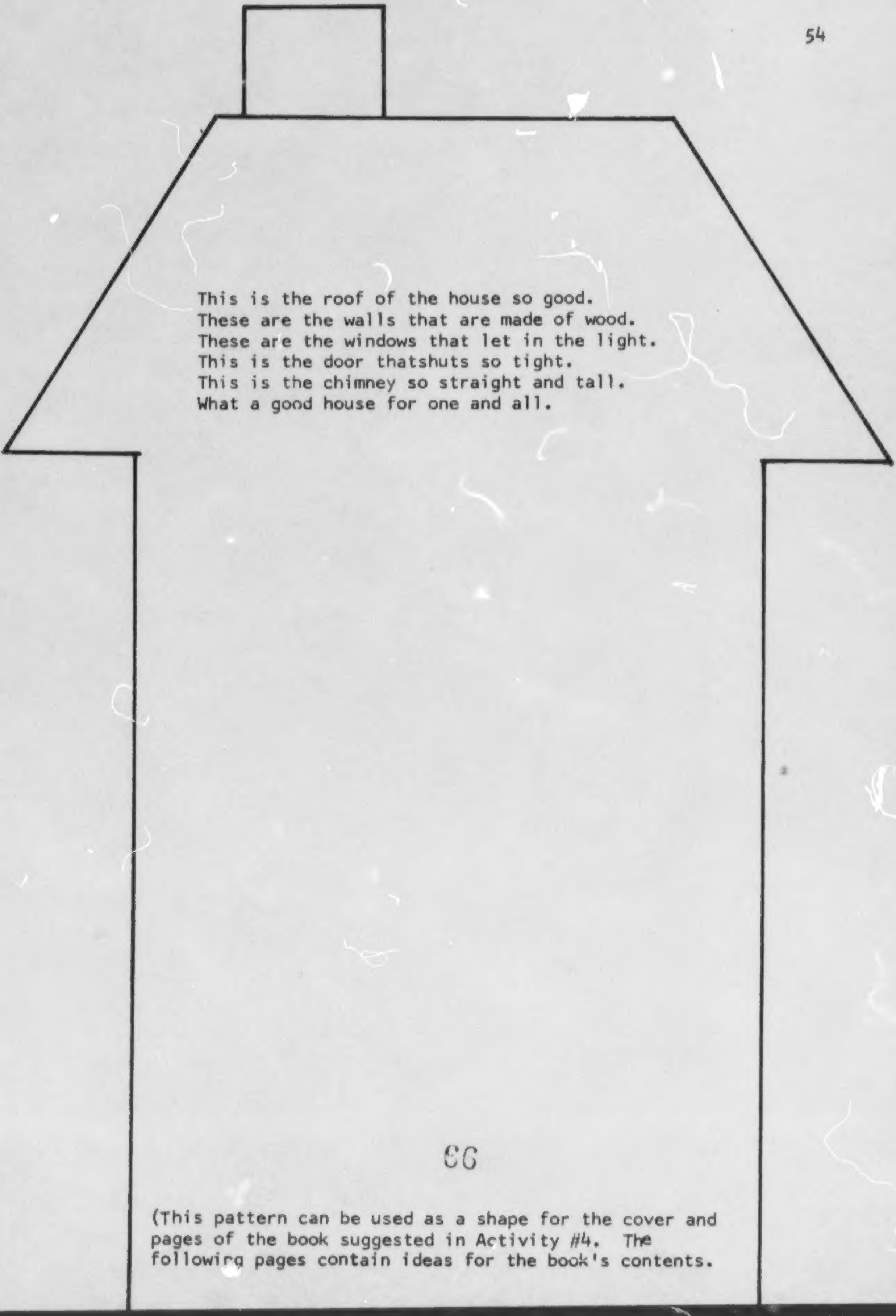
If the second group guesses the trade, it is their turn to act one. Otherwise, the first group acts out a new one. If there is plenty of space for running, the game may be varied by having the students who are guessing the trade tag the others as soon as the trade has been guessed. All who are caught before reaching their home goal, have to join the other side. The first group to capture all of the other side wins.

ACTIVITY #13

Citizens of the United States have the freedom to vote for the candidates of their choice. This concept can be reinforced through library books as Freedom and Our U.S. Family by Dr. Paul Witty. It can also be reinforced during election years by discussing campaigns, collecting political stickers, and by visiting a voting booth and talking with a voting judge.

ACTIVITY #14

Invite a naturalized citizen to talk with the students. Ask him/her to tell the students why he/she was willing to give up his/her citizenship to become a citizen of the U.S.



This is the roof of the house so good.
These are the walls that are made of wood.
These are the windows that let in the light.
This is the door thatshuts so tight.
This is the chimney so straight and tall.
What a good house for one and all.

(This pattern can be used as a shape for the cover and pages of the book suggested in Activity #4. The following pages contain ideas for the book's contents.

The following concepts are written on different pages of the students' booklets. They then illustrate them.

1. This is a picture of the people that live in my house. There are _______ members in my family.

2. My family has three basic needs. They are food, clothing, and shelter. Name a few of your families basic needs.

   Food:
   Clothing:
   Shelter:

3. Our income is limited but there is no limit to the number of things we want. The people in my family do not all want the same things. What we want depends upon our size, age, sex, income, where we live, and what is on the market.

   I want: Daddy wants:

   Mother wants: My brother wants:

4. People who work are called producers.
   Some people produce goods. You produce a good when you bake a cake or build a boat.

   Some people produce services. A service is work that is done for you. You produce a service when you rake leaves or dust the house.

   This is me producing a goods.

   This is me producing a service.

5. When mother and daddy go to work they get paid an income. This income is used to pay for our needs and wants. The amount of income people earn determines the goods and services they can buy.

   This is a picture of my daddy working to earn the income for our needs and wants.

   This is a picture of my mother working to earn the income for our needs and wants.

6. A consumer is a person who uses goods and services. All people are consumers. Some things are consumed by all members of the family -- house, TV, car telephone, and the stereo.

7. We do not all consume the same things.

I consume:

Daddy consumes:

Mother consumes:

My brother or sister consumes:

My pet consumes:

8. Families use tools and machines to help them produce goods and services at home. These tools and machines are called resource extenders.

Tools I use:

Tools Daddy uses:

Machines Mother uses:

9. There is a lot of work to be done in my home. Distribution of labor is when each person in the family does a special job in order to get the work done easier and faster. When we divide the work that has to be done we all have more time for fun.

I help at home:

Mother helps:

Daddy helps:

My brother and sister help:

10. Each person in the family should do the work he is best suited to do. We get more work done when we do the job we do best.

I do my best work when I:

Mother does her best work when she:

Daddy does his best work when he:

11. When people in the family divide the work that has to be done, they are interdependent. They depend on each person to do his work.

I depend on my mother to:

I depend on my daddy to:

My family depends on me to:

12. My family depends on many producers outside of the home. There are some goods that we do not produce because we do not know how to produce them or because we do not have the tools and materials to produce them -- we would rather do something else with our time. We might be able to earn more money doing other work. These are pictures of some of the goods:

CONCEPT 3: WORK CANNOT BE ACCOMPLISHED WITHOUT PRODUCTIVE RESOURCES.

Vocabulary: Human - The workers

Natural - All fields and soil fertility, water and potential water power, wildlife and fish, minerals and timber, which comprise the natural wealth of a nation.

Capital - Includes all physical assets (machinery, factories, and materials) of a business except land.

ACTIVITY #1

Tell the students that they are going to draw a picture. Ask them to tell you all of the goods they would use. As they mention something, have them bring it up, and put it on the table. After they have brought up items as paper, scissors, pencils, crayons, glue, ruler, chalk, etc., ask them if they have a picture. They will then see that they have omitted themselves and that it takes all of the productive resources for production to take place. After defining the resources for the students have them categorize the items under the proper heading.

ACTIVITY #2

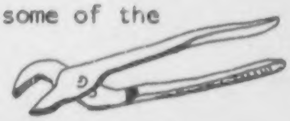
Have students interview their parents to find out the productive resources they use at work. Suggested form is after Activity #7.

ACTIVITY #3

Have the students observe the productive resources being used in the school.

ACTIVITY #4

Invite resource people into the classroom. Ask them to bring some of the tools and machines that they use on their job.



ACTIVITY #5

Have a class business - Students could determine the productive resources that will be used.

ACTIVITY #6

Productive resources are scarce and should be used efficiently.

1. Talk about scarcity of paper, pencils, and other school supplies. Encourage the students to consume them wisely.
2. Encourage them to use their time wisely so that they are not wasting their own resources.
3. See page sixty-five of the Arkansas Guide for Economic Education for more ideas.

ACTIVITY #7

Film - Our Productive Resources by Authur Barr, 1968.

JOB QUESTIONNAIRE
(See Activity #2)

1. Why do you work?

2. What do you do at work?

3. How much training or education do you need to do this work?

4. What tools or machines do you use at work?

5. Do you work with
   _____people?
   _____ideas?
   _____machines?

6. Is it necessary for you to get along with people on this job?

7. What other jobs could you do with your training?

8. What are the advantages of this job?

9. What are the disadvantages of this job?

10. Would you be able to talk with the class about your job? __________
    If so, what day of the week is best for you?____________________

CONCEPT 4: THE STRUCTURE OF THE ECONOMIC SYSTEM GIVES PEOPLE A WORK INCENTIVE.

ACTIVITY #1

Send a job questionnaire to the parents. Included in the questionnaire can be a question as to why parents work. The majority of them will tell you that they work to earn an income to pay for their needs. Some parents will tell you that they work because they like what they are doing or because they feel that they are helping other people. This introduces students to the idea that people work for many different reasons.

ACTIVITY #2

Have a very elementary discussion comparing our economic system with another country's. For example: The people in Russia work on a quota system. Once the quota has been filled the worker is not required to do any more work. A cab driver does not have to stop for passengers and a restaurant can refuse to serve you even though the restaurant is open and empty. In the United States people go into business because they want to earn a profit. It is therefore, unlikely that a cab driver would pass you by or a restaurant would be open, not busy, and refuse to serve you.

Let the students give other examples of ways businesses can earn more money.

ACTIVITY #3

Field trips and resource people can help the students understand different aspects of our economic system:

Competition - The ability of a number of sellers of similar products to offer them in the market without substantially affecting the price. Young children can easily understand how businesses compete if you compare it to the way that they compete in sports, races, and games.

Profit Motive - People go into business to make a profit (the money that is left after all factors of production have been paid.)

Consumer Direction - Consumers help producers decide what to produce every time they cast their dollar vote at the market. (Businesses are guided in their production by what consumers will buy.)

ACTIVITY #3 contd.

Decision Making - See page 96 of the Arkansas Guide for Economic Education.
What to produce?
How to produce?
For whom to produce?

Private Ownership of Property - In our country individuals are free to own, use, save or dispose of their property in any legitimate way. (The students can understand this concept when you relate it to them and their families -- who owns their pencils, paper, scissors, glue, clothes, shoes, house, car, etc. Try to instill in students the pride of ownership.)

Entrepreneur - Organizes the factors of production and takes the risks of owning the business.

ACTIVITY #4

Money is a medium of exchange. Workers are paid an income for the goods and services they produce. The income earned helps determine the goods and services the family can buy. The circular flow chart provides a visual means for the children to see this.

ACTIVITY #5

Relationships exist between desired lifestyles and career monetary rewards. (Income earned helps determine the goods and services, the family can buy.) Although this relationship does exist, it is more beneficial to the students if we enhance their appreciation of attractive characteristics of lifestyles which do not depend upon income -- close family relationships, job satisfaction, and the feeling of accomplishments.

PEN PALS
AROUND
THE
WORLD

ACTIVITY #6

Pen Pals - Obtain the name of a class that would be willing to be your pen pal. Have each student compose his own letter telling of his interests, hobbies, school, city, and the occupations of his parents. Gather and send pictures of the children, the classroom, the school, and places of interest in your city. Send the information and statistics of your city and its industry, and study of parents' occupations. A bulletin board can be used to display the information you get from the other class.

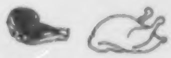
ACTIVITY #7

Make a bulletin board to show the characteristics of our market economy.

CONCEPT 5: WORK OPPORTUNITIES ARE INFLUENCED BY OUR ECONOMIC SYSTEM.

ACTIVITY #1

Availability of jobs - Have the students examine the newspaper to locate articles, pictures or advertisements of new or old occupations in town. Since many neighborhoods are changing, study how the area was, how it is now, and what is expected for the future.



ACTIVITY #2

Have students select a product to make. Since they will be going into "business" they can find out first hand:

1. Why an industry gets started - (Usually to make a profit and to supply people with work).

2. Why an industry locates in a particular area: (1) No other similar industry is in area. (2) For economic reasons. (3) Close to markets. (4) Utilities available at reasonable cost. (5) Expansion room. (6) Transportation available. (7) Adequate labor supply. (8) Local capital. (9) Living and recreational facilities for personnel. (10) Cultural advantages. (11) Good city government.

3. A community investigates an industry before bringing it into the community. The community should investigate: (1) Getting any invested money back. (2) Long-range plan of industry. (3) The key personnel. (4) The facilities that will be needed. (5) Study developmental plan of industry. (6) Review financial plan of the industry. (7) Pollution safety devices. (8) Possibility of labor problems.

4. All new industries make available different types of jobs. (The types of jobs should include unskilled, semi-skilled, and managerial.) This information should be put on posters or paper to show the Chamber of Commerce representative how your own "business" will add to the community.

5. The taxpayer plays an important part in bringing an industry to a community. For instance, if a bond issue is to be passed, the taxpayer can vote either pro or con.

6. Industry contributes to a better life in a community. (The industry contributes jobs to the community. They pay the employees salaries which enable them to buy better homes, more food, better clothes, and more leisure time. The employee pays taxes on the income he earns which increases the tax base and provides more services for the community.)

7. Appropriate pay scales are desirable. (The pay scales will vary according to the skill and occupation of the employee. Unions and living costs of the community will also affect salaries.)

ACTIVITY #3

Students can keep notebooks throughout the year with the answers to questions and other information such as interviews, charts, tables, freehand illustrations.

ACTIVITY #4

The class could keep a scrapbook of interesting topics about the community industries from the newspaper.

ACTIVITY #5

Take field trips to local plants and businesses.

ACTIVITY #6

Invite resource people into the classroom.

CONCEPT 6: SOME JOBS ARE NEEDED EVERYWHERE WHILE OTHERS MAY BE DETERMINED BY WHERE ONE LIVES, BY SUPPLY AND DEMAND, OR BY CHANGING CONDITIONS.

Vocabulary: Demand - what people want, ask for, need, or require. (If there were no demands for goods and services, there would be no occupations. The job market changes as consumers' demands change for goods and services.)

Supply - The quantity of jobs available on the market at a given time.

ACTIVITY #1

Bring tools and materials of the construction industry to class. Discuss how the materials may be used according to supply and demand of particular jobs.

ACTIVITY #2

Discuss the changes in methods of construction in the last 20 years and how these changes have created new job opportunities.

ACTIVITY #3

Bring pictures of both ancient and modern architectural designs to class. Compare the changes.

ACTIVITY #4

Compare the types of jobs available during the early part of our country's history with the jobs that are available now. For example, blacksmith, wagon-maker, harness maker, candle maker, printer, peddlers, and glass blowers.

ACTIVITY #5

The supply of jobs and the demand for them may be determined by where one lives.

After reading a selection dealing with a place to visit or live, have the students make a list of jobs that might be available in that area and tell why. Write to that state or country to find out about the industries, predominant occupations, and specific careers that are related directly to the area.

ACTIVITY #6

If a worker is dissatisfied with the job opportunities in his area, he may move to another area provided he has a means of moving himself and his family. The students will enjoy telling about other places they have lived and why they moved.

CONCEPT 7: DIVISION OF LABOR AND JOB SPECIALIZATION WILL INCREASE PRODUCTION EFFICIENCY.

Vocabulary: Division of Labor - Separation of work into many different operations through specialization

Specialization - The division of labor in the production of goods and/or services so that each worker performs a particular function.

ACTIVITY #1

Read Come On Out Daddy by Inger Sandburg (provides a good introduction to specialists). Students can retell the story in sequence, discuss the different jobs, write the story in their own words, and illustrate it.

ACTIVITY #2

Add two pages to their booklets about their home -- pages on distribution of labor and workers doing the work they do best.

ACTIVITY #3

Planning and executing a class project, using the assembly line, reinforces the concept that people have different skills and should do the work they do best as this increases the quality of the product and decreases the amount of time spent on production.

ACTIVITY #4

Discuss the different specialists in the school and the work they do. What would happen if the teacher had to cook the lunch, clean the room, answer the phone, and teach her students?

ACTIVITY #5

Students talk with their parents about the different specialists they work with on the job.

ACTIVITY #6

Plan a class project as making Christmas cards. Have half of the class use the assembly line approach to production. The other half make their cards individually. See which is fastest. Although the assembly line increases production it decreases the amount of job satisfaction for some as they do not get to do the complete project.

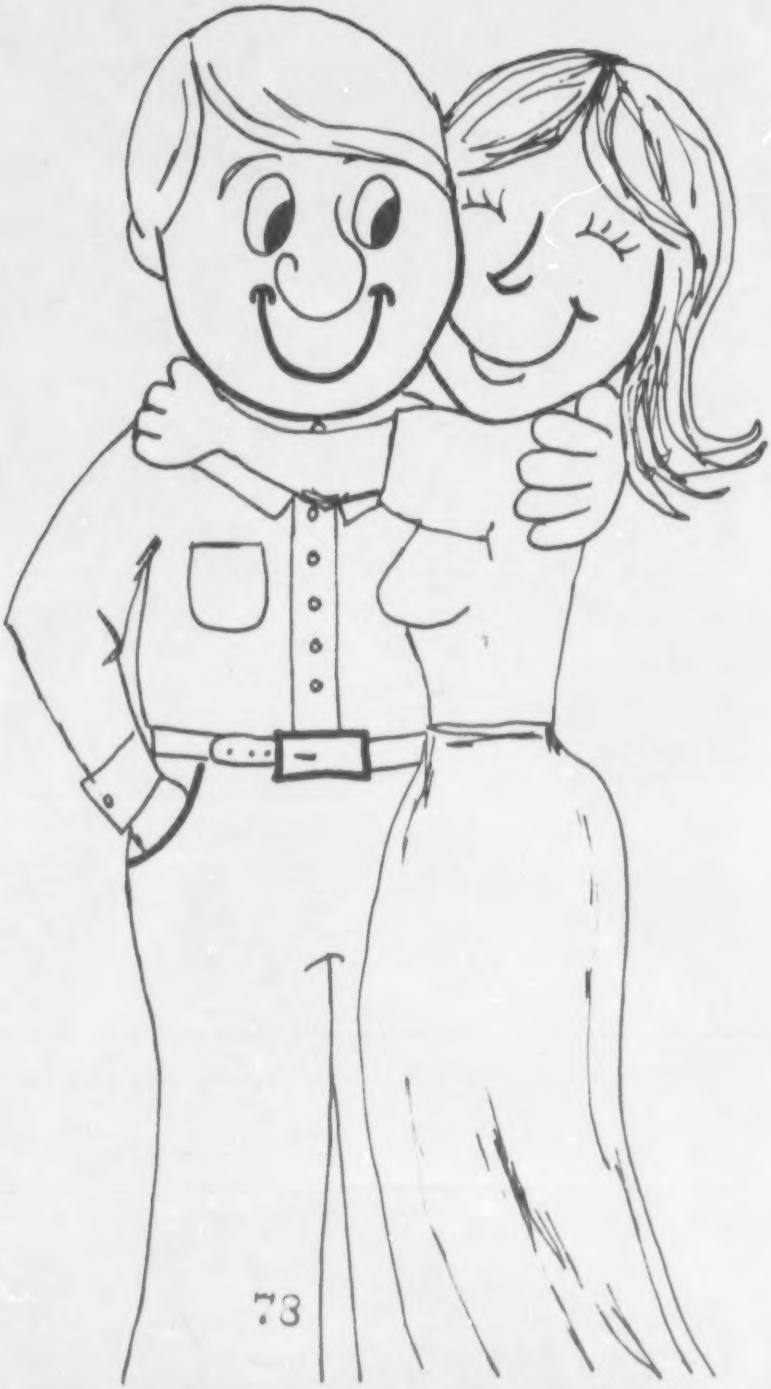
MERRY CHRISTMAS

ACTIVITY #7

Work is divided in the classroom by having helpers--erase the chalkboard, collect money for milk, check attendance, prepare bulletin board, etc.

ACTIVITY #8

Students discuss how dividing the work at home gives mother and daddy more time for fun.



CONCEPT 8: INTERDEPENDENCE CREATES A NEED FOR WORLD TRADE.

ACTIVITY #1

Relate interdependence to students by getting them to think about the people they depend on in their home. As they understand this you can branch out from the home, to the school, to the community, and to the larger world.

ACTIVITY #2

Add two pages to the students' booklets about their homes--interdependence, and producers they depend on outside the home.

ACTIVITY #3

Make murals of people the students depend on at different levels.

ACTIVITY #4

Pass out magazines, newspapers, and advertising pamphlets. Discuss how each product being advertised depends on many workers.

ACTIVITY #5

Use the career clusters an a means of helping the students see the different jobs in a cluster and how the clusters are dependent upon other clusters.

ACTIVITY #6

Film: Why Communities Trade Goods by Churchill.

The product being advertised depends on many workers.

DECISION MAKING

CONCEPTS 9 and 10: MAN MUST LEARN TO USE TECHNOLOGY TO HIS OWN ADVANTAGE. TECHNOLOGICAL DEVELOPMENT MAY CONTRIBUTE TO JOB DISAPPEARANCE OR JOB EMERGENCE.

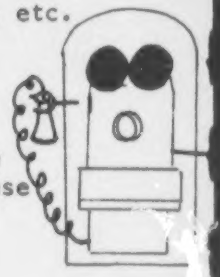
Vocabulary: Technology - The application of technological knowledge to scientific, technical, and engineering knowledge used in the manufacturing and production of goods and services.

ACTIVITY #1

Very young children can begin by talking about the various tools and machines that they use at home. They can understand that tools and machines help us do our work faster and better.

ACTIVITY #2

Collect magazine and newspaper pictures of tools, machines, cars, etc. which can be used to compare work of today and long ago.



ACTIVITY #3

Bring in examples of old irons, mixers, or telephones so that the students can see different changes. Many of them could bring these items from home.

ACTIVITY #4

To help them see that work is done better and faster with machines, they could make pudding in the classroom. Let one group use an electric mixer, the other group a hand eggbeater.

ACTIVITY #5

Field trip to a museum.

ACTIVITY #6

Have students list scientific inventions that have changed our lifestyle.

ACTIVITY #7

Think of jobs that have been eliminated or created because of new inventions. Explore all of the jobs created because of an invention. For example: television sales people, repair people, announcers, weather reporters, news people, technicians, photographers, and reporters. The space program also created many new jobs.

DECISION-MAKING---CAREER DECISIONS

The purpose of this element is to help students understand the value and the process of rational decision-making, and through practice to develop decision-making skills and to develop a "sense of agency,"--the confidence that what they decide or plan can indeed have an effect upon what happens to them.

The entering student has some understanding of the decision-making process and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision-making process. Through career education and supporting school and life experiences, he will develop increasing skills and experience in the rational processes of decision making, practice making decisions, and come to accept the responsibility for the outcomes of his decisions. The career decisions will progress from the very tentative and flexible career decisions to those which are increasingly irreversible or reversible only at some cost of time, effort or money. He should reach a decision which represents a careers direction-setting by grade ten, or early enough to provide for the development of entry-level skill in a career plan prior to school exit. Career decisions are defined as a careers direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

DECISION-MAKING CONCEPTS

1. Career choice may determine whether one will be employed or unemployed.

2. Career choice influences almost every aspect of life.

3. Leisure time activities affect career choice.

4. Information about abilities, aptitudes and achievements, and acceptance of this information help individuals make more realistic career decisions.

5. People are free to choose the kind of work they will do. They are also free to spend the income they earn as they choose. The amount of income people earn helps determine the goods and services they buy.

6. Career planning may depend on occupational supply and demand.

7. Ability to make wise decisions now may lead to a more rewarding occupation in later life.

CONCEPT 1: CAREER CHOICE MAY DETERMINE WHETHER ONE WILL BE EMPLOYED OR UNEMPLOYED.

ACTIVITY #1

Read books about various occupations. Discuss these along with different jobs held by parents. Encourage the students to start thinking about what they would like to be. Paragraphs can be written and illustrated on "What I Would Like to Be." If students do this several times throughout the year they can see how their thoughts change as they learn more about different available jobs.

ACTIVITY #2

Let the students tell a creative story about the effects on one person when another failed to perform a task.

ACTIVITY #3

Have students bring in the "Help Wanted" from a newspaper. Place the jobs in different catagories. Decide which jobs require special training and where the demand is.

ACTIVITY #4

Make a list of occupations such as truck drivers, teachers, sales clerk, carpenter, etc. Decide if their jobs are seasonal or year round. Discuss what a person would do if his job were seasonal and he needed money to live all year round?

STOP
LOOK
AT CAREERS

CONCEPT 2: CAREER CHOICE INFLUENCES ALMOST EVERY ASPECT OF LIFE.

ACTIVITY #1

Make a booklet of magazine pictures or freehand drawings of people working in different occupations. Write a paragraph or story. Keep adding to the booklet.

ACTIVITY #2

Select the one person you like most or admire. Tell why you like this person.

ACTIVITY #3

Draw a picture of the career you think you would pursue. Let students guess which career you have chosen. Then tell the class why you chose it.

ACTIVITY #4

Bulletin Board - "Put Your Heart in Your Work" After the students have thought about the occupation they would prefer to have, have them draw a picture of that occupation or find a picture in a magazine. Mount these on red hearts for your February bulletin board.

ACTIVITY #5

Lead your students into a discussion of what kinds of occupations they think would be "fun" and why they think so. Discuss also occupations that would not seem to be much "fun".

CONCEPT 3: LEISURE TIME ACTIVITIES AFFECT CAREER CHOICE.

ACTIVITY #1

Observe the weather on a rainy or snowy day. Then have students discuss personal behavior changes caused by weather change.

ACTIVITY #2

Make a list of leisure time activities and discuss how they can lead to careers. For example:

Piano Lessons
Dancing
Football
G.I. Joe
Art Lessons
Baseball
Brownies
Cubs
Camping
Swimming
Fishing
Barbie Dolls

ACTIVITY #3

Invite a professional musician or singer to visit your students. Ask questions such as:

1. When did you start you professional training?
2. How many hours of practice is required?
3. Is your job steady?
4. How do you feel about your job?
5. Did you sing (or play the piano) when you were in elementary school?

CONCEPT 4: INFORMATION ABOUT ABILITIES, APTITUDES AND ACHIEVEMENTS, AND ACCEPTANCE OF THIS INFORMATION HELPS INDIVIDUALS MAKE MORE REALISTIC CAREER DECISIONS.

ACTIVITY #1

Place a chair in front of room. Let students decorate it as it is to be a "throne". Choose one student at a time to sit on the throne for about 5-10 minutes. The other students take turns telling good abilities, aptitudes and achievements that the enthroned one has. Each student will have a chance to be complimented. Guide them into positive statements about each other.

ACTIVITY #2

Invite resource people to talk to your students or go to them. Make a tape of their talk or interview. Let students listen, in small groups, to the tapes and find out what subjects in school would be helpful to prepare for this occupation.

ACTIVITY #3

Cut out pictures of people at work. Talk about their clothes. Do they wear uniforms? Do they have to wear special equipment for safety such as hard hats, goggles for welding, etc.?

ACTIVITY #4

Visit the fire station or police department. Help the students understand the reason these departments train people for their jobs.

FIRE
DEPARTMENT

CONCEPT 5: PEOPLE ARE FREE TO CHOOSE THE KIND OF WORK THEY WILL DO. THEY ARE ALSO FREE TO SPEND THE INCOME THEY EARN AS THEY CHOOSE. THE AMOUNT OF INCOME PEOPLE EARN HELPS DETERMINE THE GOODS AND SERVICES THEY BUY.

ACTIVITY #1

Trades - To play this game, the players divide into two groups. One group decides upon a trade or occupation that it will act out. These students then advance toward the second group saying:

> "Here are some men from Botany Bay;
> Got any work to give us today?"

The students in the second group then ask:

> "What can you do?"
> "Anything."
> "All right - begin."

The students in the first group then act out their trades. For instance, if they are bakers some will mix dough, others knead it, others look in the oven and perhaps a few will sell the finished products.

If the second group guesses the trade, it is their turn to act one. Otherwise, the first group acts out a new one. If there is plenty of space for running, the game may be varied by having the students who are guessing the trade tag the others as soon as the trade has been guessed. All who are caught before reaching their home goal have to join the other side. The first group to capture all of the other side wins.

ACTIVITY #2

"What Will A Dollar Buy?" - Have each student write a report on what he can or cannot buy with a dollar. This will help him/her see the purpose of money, its value and how it is used in exchange for goods and services. Students can use different prices from papers and magazines to see how many different articles could be purchased for a dollar.

ACTIVITY #3

"Do You Decide For Yourself?" This is designed to develop awareness of who makes decisions and what decisions are made by the individual.

Which decisions are made for you? By whom are they made? Are any decisions being made for you that you feel you could make for yourself? That you wish you could make for yourself? How do you feel about decisions made for you by others? Do you feel that you make good decisions? Do you decide for yourself?

ACTIVITY #3 contd.

	YES	NO	WHO DECIDED
1. When to go to bed?			
2. What time to eat?			
3. How to spend your allowance?			
4. When to do your homework?			
5. What clothes to wear?			
6. What chores you do at home?			
7. When you do your chores?			
8. When you do assignments at school?			
9. What time to come home in the evening?			
10. What to do with your free time?			

Let each individual respond to questions by checking the appropriate box.

ACTIVITY #4

Rhonda's Decision - Use a flannel board or an overhead projector to present Rhonda's problem. See next page for script and transparency patterns.

It had been a usual day at school for Rhonda. She had played very hard at recess and had worked very hard in class. Her mother picked her up after school. When they got home Rhonda's mom said, "Oh, look, Rhonda, you got a letter in the mail." Rhonda excitedly opened the letter and began to read. (Show and read letter - Transparency #1)

The next Monday, Rhonda boarded the airplane to visit Aunt Jean (Transparency #2). After four days of fun and excitement, Rhonda and Aunt Jean went to the department store to get her new school outfit.

A saleslady greeted them and said "Hello, may I help you." "Yes," said Aunt Jean, "we would like to look at a new school outfit for Rhonda."

"Would you like a pretty new dress or a pants outfit?"
"A pants outfit," said Rhonda.
"What size?"
"I think she can wear a size six," said Aunt Jean.

The sales lady walked over to a rack of clothes and pulled out three pretty pants outfits (show sunsuit - transparency #3).

First, Rhonda tried on the sunsuit. It felt so nice and cool, but then she thought about the cold, cold weather in December (show striped outfit). Then she tried on the pretty striped pants suit. It fit so nicely, but then she remembered that she had an outfit almost like it (show outfit with jacket). Then Rhonda tried on the blue jeans outfit with the jacket. Some of her friends had outfits somewhat like it.

They were all a perfect fit and now Rhonda had to decide which one she wanted. Which one would you choose if you were Rhonda?

Transparency #1

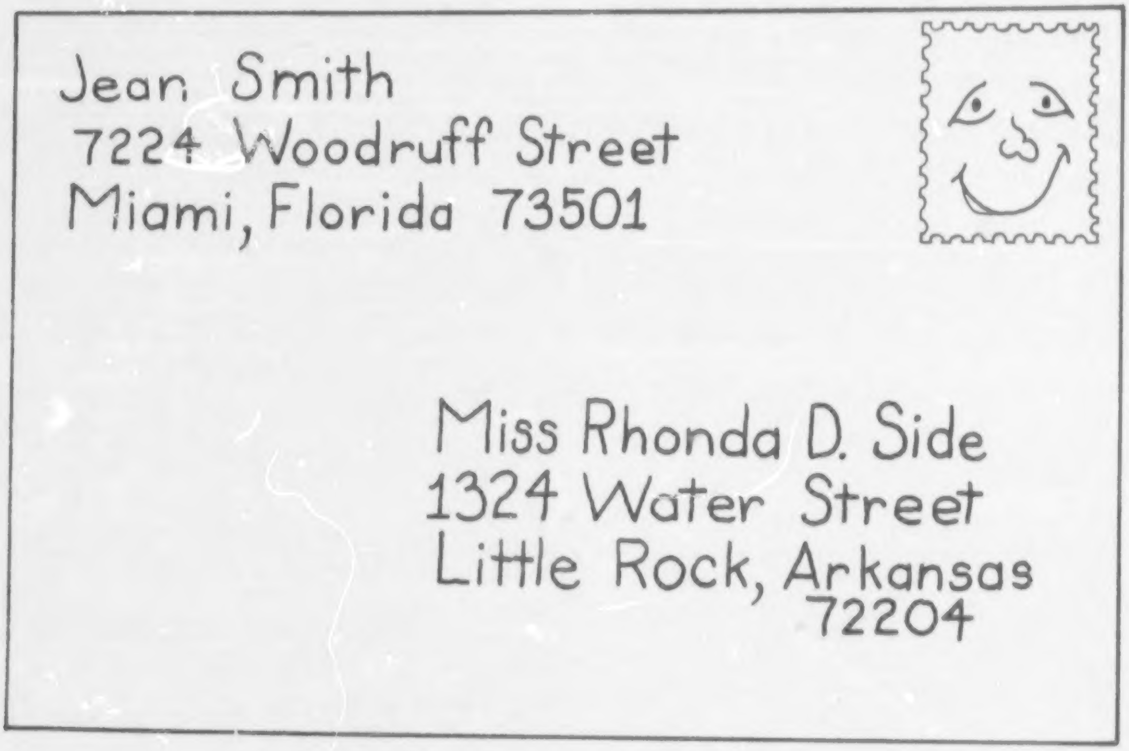
DEAR RHONDA,

SCHOOL IS ABOUT TO BE OUT AND I WANT TO INVITE YOU TO COME SPEND A WEEK WITH ME THIS SUMMER.

I'VE GOT A LOT OF FUN THINGS PLANNED FOR US TO DO. HOW WOULD YOU LIKE TO SPEND A DAY AT DISNEY WORLD ? ONE DAY WE WILL GO SHOPPING AND I WILL BUY YOU A NEW SCHOOL OUTFIT FOR YOUR BIRTHDAY THIS YEAR.

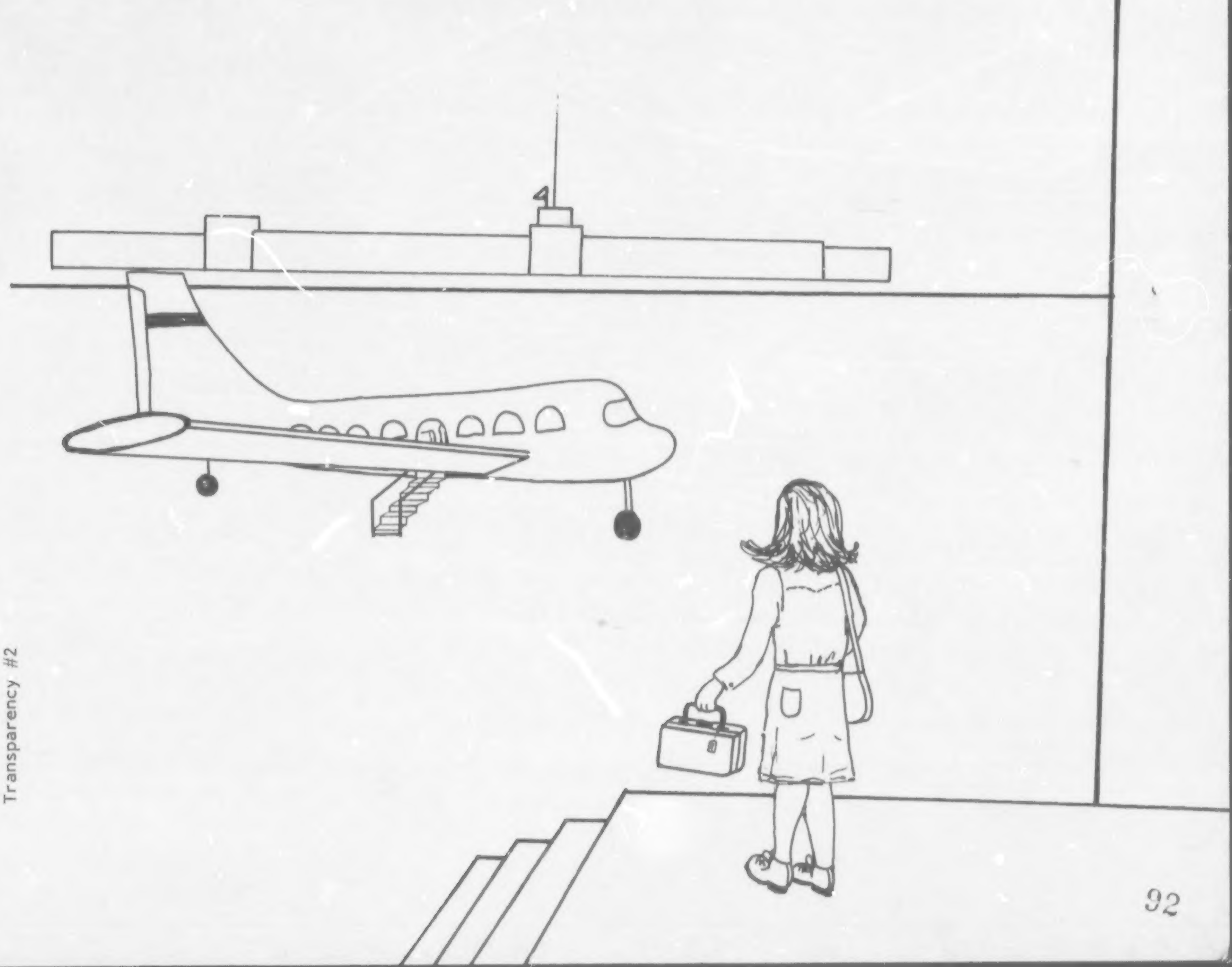
LET ME KNOW WHEN YOU CAN COME. I CAN'T WAIT TO SEE YOU!

LOVE,
AUNT JEAN



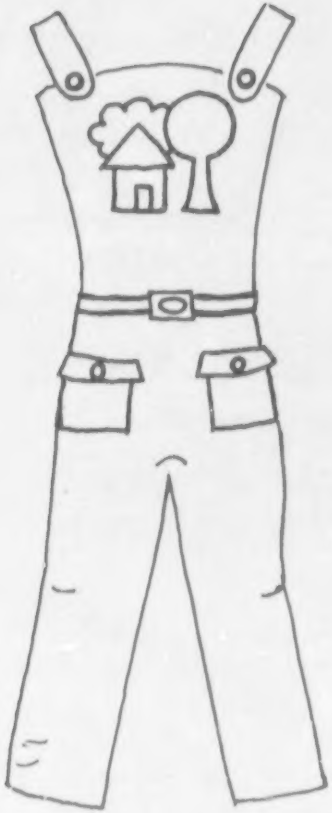
Jean Smith
7224 Woodruff Street
Miami, Florida 73501

Miss Rhonda D. Side
1324 Water Street
Little Rock, Arkansas
72204

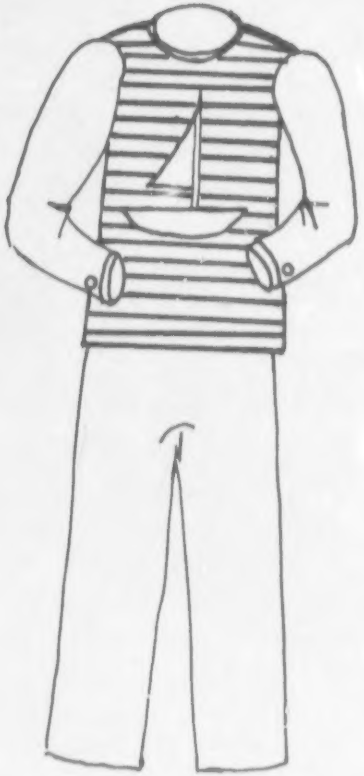


Transparency #2

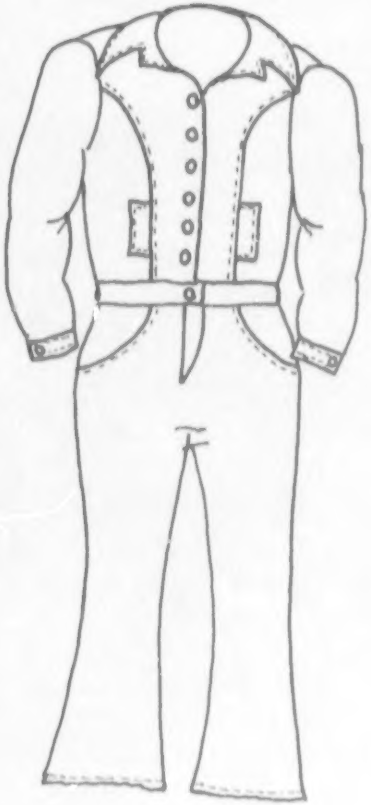
Transparency #3



Sun Suit



Striped Suit



Blue jeans Suit
with Jacket

CONCEPT 6: CAREER PLANNING MAY DEPEND ON OCCUPATIONAL SUPPLY AND DEMAND.

ACTIVITY #1

A study trip can be made to the local radio station, and a resource person from the station talk with the class. The students can arrange a display of old radios and records of old radio stars.

For hands-on experiences, the students could plan and produce a show appropriate for a radio or TV program. The following decisions must be made:

Agenda and features (news, weather, sports, interviews, commercials, humor and music)
Time allotments
Personnel needed
Props needed

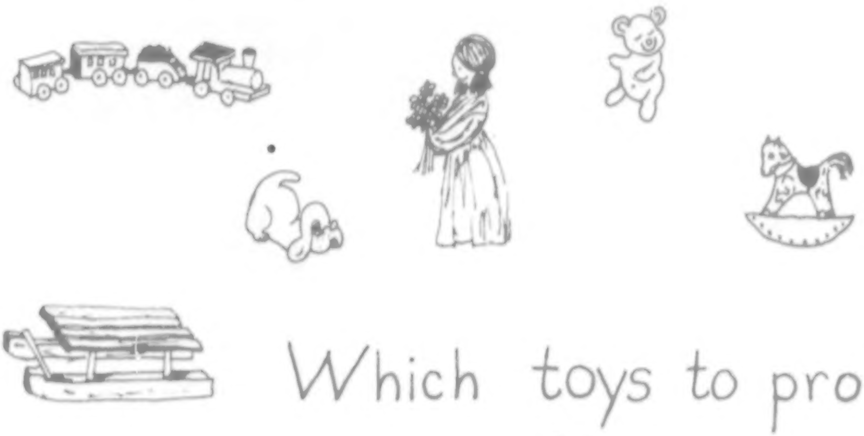
The students will write their scripts with the approval of the teacher, select their news topics to be emphasized, organize a combo for the music, and dress for their parts on the day of the program.

ACTIVITY #2

Use phone books that were published several years apart. Let students search the yellow pages to find the types of occupations and businesses that have changed through the years. There will be a dramatic difference in listings of this year's book and one that is five years old.

ACTIVITY #3

You are going to set up a toy manufacturing company. Take a poll of your classmates and decide from the results which toys to produce. Tell why you made such a decision.



Which toys to produce?

CONCEPT 7: ABILITY TO MAKE WISE DECISIONS NOW MAY LEAD TO A MORE REWARDING OCCUPATION IN LATER LIFE.

ACTIVITY #1

Make a game activity such as "May I?" where the students learn that because of directions, decisions may be changed. They may need to start again or go ahead.

ACTIVITY #2

Play a game by writing descriptive words about someone who thinks ahead. Compare these words to some they can think of that would describe someone who makes few plans.

ACTIVITY #3

"Eeny, meeny, miny, mo
Catch a monkey by the toe,
If he hollers let him go."

This is one of the first ways we learn to make decisions. Students often use this method to decide what kind of candy they want. Life decisions cannot be made like this.

Allow students to discuss why this is not a good way to make decisions on important matters.

ACTIVITY #4

Use "Problem-Solving Steps" to discuss stories your students read:

1. What is the character's problem?
2. What is the character's goal?
3. What are the character's choices?
4. What are the consequences?
5. What solution was chosen?

Be sure your students understand the terms used in these steps.

ACTIVITY #5

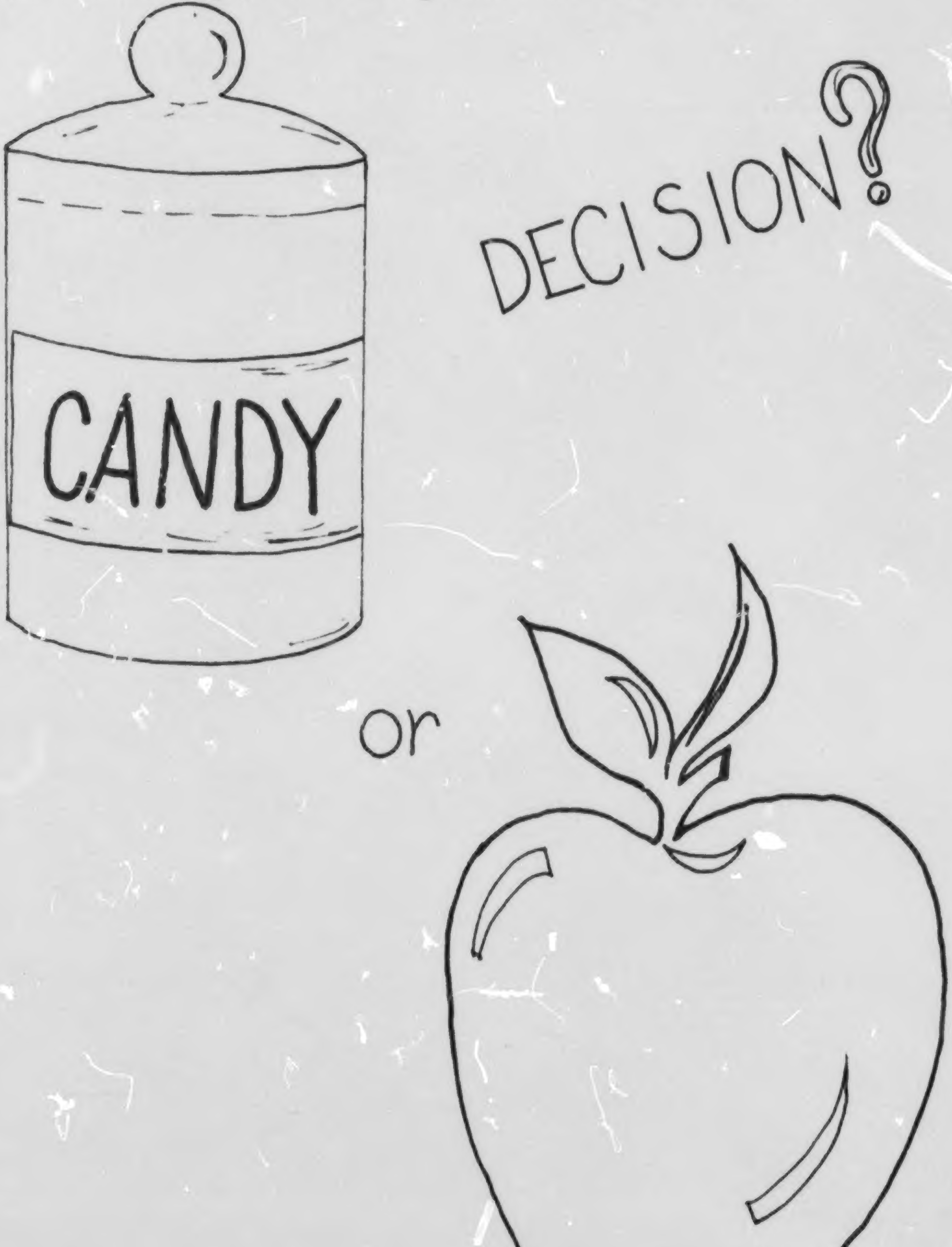
Decision Bingo - The purpose of this activity is to point out that some decisions are hard and some are easy. Emphasize that a decision that might be easy for one person might be difficult for another. This depends on the person's values.

Directions: The class may play this in one large group or may be divided into five or six small groups. A caller should be appointed for each group. A decision card is read and each player marks his card as to whether it is an easy or hard decision for him/her.

ACTIVITY #5 contd.

This can be adapted to make one large bingo card on poster board. Let the class discuss and decide whether it is a hard or easy decision. This can be done by voting.

Please see the next pages for the bingo cards and decision cards.



Decision Bingo Card #1

easy	hard	easy	hard	easy
hard	easy	hard	easy	easy
easy	easy	FREE	hard	hard
easy	hard	easy	easy	easy
easy	hard	easy	hard	easy

Decision Bingo Card #2

hard	easy	easy	hard	hard
easy	hard	easy	easy	easy
hard	easy	FREE	hard	easy
hard	easy	hard	easy	easy
easy	easy	hard	easy	hard

Decision Bingo Card #3

easy	easy	hard	easy	hard
easy	easy	hard	easy	easy
hard	hard	FREE	hard	easy
easy	easy	hard	easy	hard
hard	easy	hard	easy	easy

I have 25¢ to spend.	I'm having a birthday party. I can only invite 5 friends.
I'm at the Arkansas state fair, I have enough money for one more ride.	My mother and daddy are having friends over. I can stay at home or spend the night with my grandmother.
I must choose what to wear to school today.	Jennifer walks to school. A man in a car stops and offers her candy and a ride.
I can have pancakes or cereal for breakfast.	Mrs. Jones does not like children in her yard, but my ball just rolled in her flowers.
Mother and Dad have friends visiting. I'm suppose to be getting ready for bed, but I see my new game.	My grandmother is visiting, I want to stay up later.
I'm buying a new school notebook. The store has blue and yellow notebook.	Alan is a new student at school. On the playground some students make fun of him. Should I go play with him.

BEGINNING COMPETENCY

For dinner daddy is taking us out. We can have hamburgers or pizza.	I can carry out the trash and earn 50¢ or let my sister carry it out.
Jackie has 2 dogs, 3 cats, and a bird. He found a dog in the neighborhood. His mother said he could keep it if he wanted to.	After school I can go home with a friend or go swimming at the park.
The teacher has told us to draw a picture of something we like.	At recess my friends divided into 2 groups. One played jump rope and the other played kick ball. Which one should I play.
I can eat a hot lunch in the school cafeteria or bring my lunch.	It is raining and I can either put my raincoat and boots on and go outside or stay in the house.
It is Christmas and the class is planning a party. They can have cupcakes or cookies.	I can clean the erasers and chalkboard with a friend or listen to a story.
I can go to a ball practice or go swimming with my friend.	It is my mother's birthday. I have \$5.00. I can buy her a necklace for \$5.00 or buy some lotion for \$2.00 and save the rest for myself.

BEGINNING COMPETENCY---EMPLOYMENT SKILLS

The purpose of this element is to assist students in the selection of an entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills.

Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competency in applying tool and process applications. Tool applications are defined broadly to include "all of the ways in which man extends his behavior" (Bruner, 1960). Man extends his ideas over time and space by the use of written communication, the telephone, paintings, photography, and by building devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by imitating sequences of individual or group activities or creating new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications in order to provide for employment skills. Additionally, this development will feed into other elements of career education, such as career identity, self-identity, and economic understanding.

Beginning competency is most easily translated as job preparation skills. As elementary and middle school teachers, our basic responsibility is to teach reading, writing, and arithmetic.

BEGINNING COMPETENCY CONCEPTS

1. People work for various rewards of behavior.
2. Any productive worker should be respected.
3. Some relationship may be seen between education, work, and leisure time.
4. Workers are more useful and in greater demand if they have had training and experience.
5. Performance on the job is related to a basic education.
6. Self improvement must be continuous as it is closely related to job performance.
7. Certain attitudes and behaviors help the individual to find and keep a job.

CONCEPT 1: PEOPLE WORK FOR VARIOUS REWARDS.

ACTIVITY #1

Students write paragraphs about why people work, skills needed, why they are interested in the job, and rewards received from the job.

ACTIVITY #2

Students may interview family members about their jobs. Let the students make a questionnaire to explore the various reasons why parents work and the benefits derived from work. The questionnaire should include information about career choices, training, and fringe benefits of various jobs of parent involvement.

ACTIVITY #3

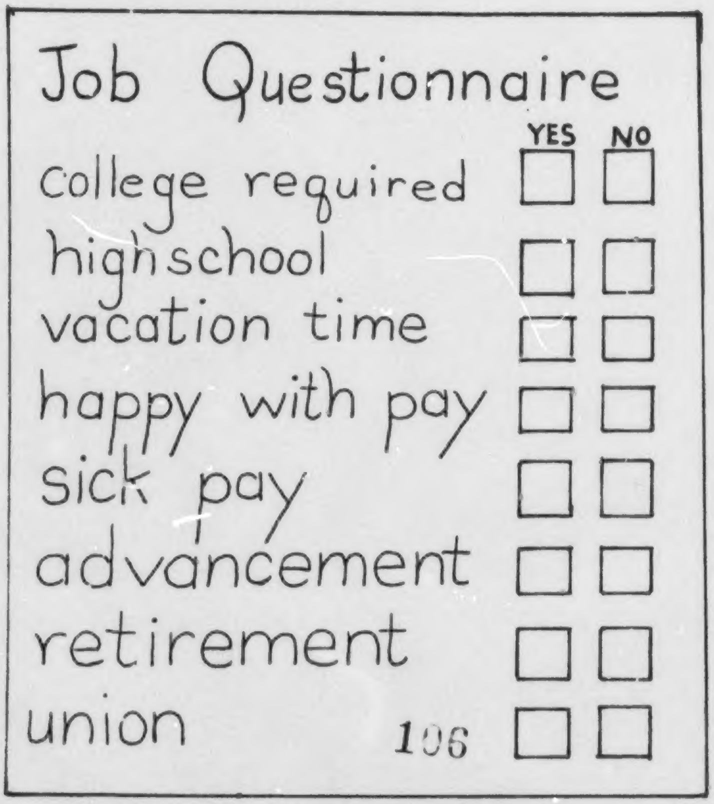
Inquire of students their ideas of the reason people work. Show filmstrip, "Why Do People Work?", Visual Education Consultants. Ask if students can add statements to the listed items from earlier conversations.

ACTIVITY #4

Ask students how they are rewarded for good behavior and bad behavior.

ACTIVITY #5

Lead students in a discussion of how animals are trained to work on the farm and to entertain at circuses.



Job Questionnaire

	YES	NO
college required	☐	☐
highschool	☐	☐
vacation time	☐	☐
happy with pay	☐	☐
sick pay	☐	☐
advancement	☐	☐
retirement	☐	☐
union	☐	☐

CONCEPT 2: ANY PRODUCTIVE WORKER SHOULD BE RESPECTED.

ACTIVITY #1

Let students pantomine careers. Pretend students hold "tools of their trade". Example: custodian--mop. Have other students guess the work their classmate is pantomining.

ACTIVITY #2

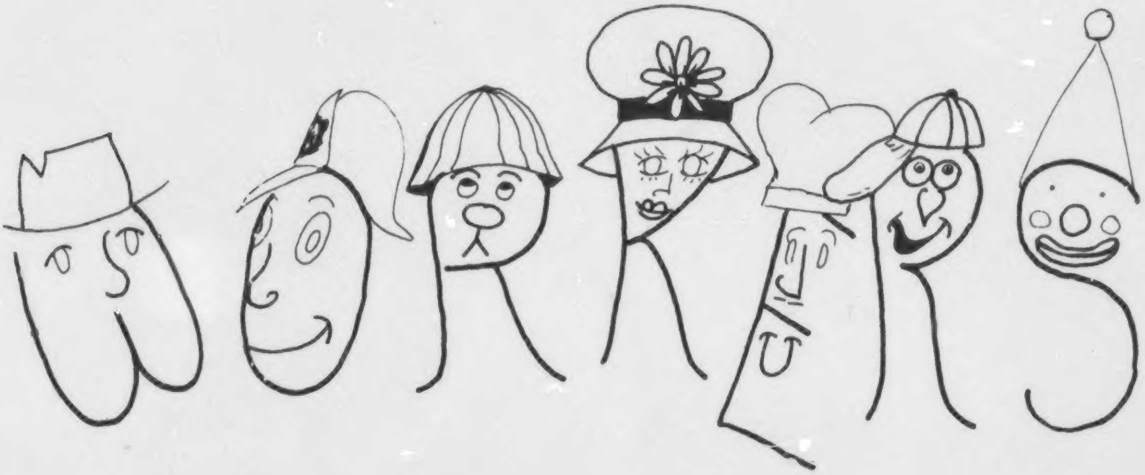
Let students tell about chores that they have done. Feelings about how they liked or disliked the job has much to do with the way the job is finished. Did doing the job help someone? Would they do the job again? Point out that all honest work is good and that the worker should do his best.

ACTIVITY #3

Take a field trip to a construction site or business within the school neighborhood (if possible) and talk to the workers. Ask workers to tell students the good things about their jobs and also the bad things.

ACTIVITY #4

Ask the students to name several types of workers. Write the types on the board as they are named. Then ask the students to discuss each worker on the basis of why that particular kind of job is liked by them. Ask why they need that kind of worker. Try to develop an awareness of respect toward the workers named.



CONCEPT 3: SOME RELATIONSHIP MAY BE SEEN BETWEEN EDUCATION, WORK, AND LEISURE TIME.

ACTIVITY #1

Have students cut out pictures pertaining to various types of work. Construct a bulletin board. Discuss training needed for each occupation. Relate these needs to students of this age. (Skills of reading, writing, and math will have more meaning if pupils understand the need for these skills).

ACTIVITY #2

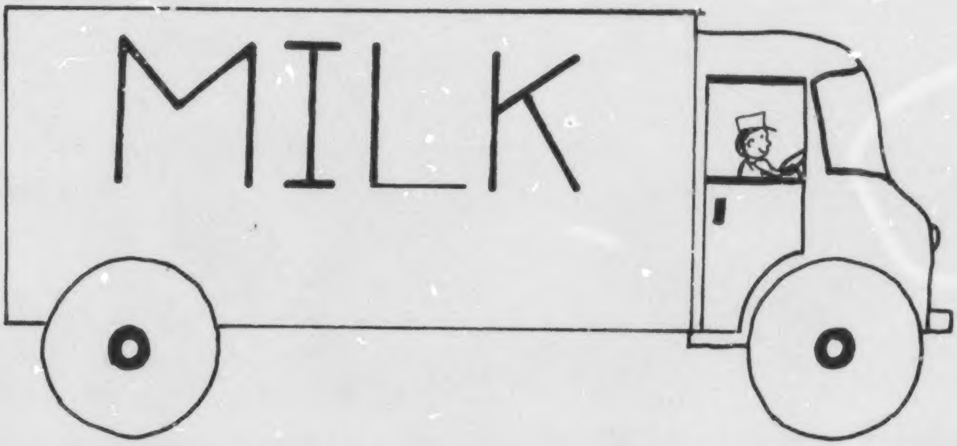
Invite several parents who work in the community to come to school to talk to the students about what they do at work. Ask the parents to relate their work activities to the students, how much training is required and the more positive ideas of why they work where they do.

ACTIVITY #3

Ask students to think about work that requires writing, reading, arithmetic. Help them think about people who work in offices, deliver things in trucks, work in grocery stores, movie theaters, and drug stores.

ACTIVITY #4

Assist students in making charts that will illustrate how they spend the day. The charts should show how much time the students are in school; how long they sleep, watch TV, play, etc. This can be correlated with learning to tell time.



CONCEPT 4: WORKERS ARE MORE USEFUL AND IN GREATER DEMAND IF THEY HAVE HAD TRAINING AND EXPERIENCE.

ACTIVITY #1

Paper Bag Game - Have students collect magazine or newspaper pictures of various occupations. Place pictures in a grab bag. Have students "grag" a picture from the bag. Have them describe responsibilities related to the picture. Be sure to discuss the importance of the occupation to the community.

ACTIVITY #2

Set up a craft shop where students can make plaques, pot holders, pillows, etc. Students work at the various jobs involved with production where they learn they must be on time, develop good work habits, and help make a good product.

ACTIVITY #3

Introduce the classified section of the newspaper to the class. Show them where job listings are and read to them some of the various jobs available. Ask which jobs need more training and which ones require very little special training.

ACTIVITY #4

Counting Buttons Game - Count buttons to name: rich man, poor man, beggar man, thief, doctor, lawyer, merchant, chief.

Substitute career names for these words and try to make a rhyme. When the student stops counting, he tells as much about the job as he can. Be sure that he mentions duties, training, etc., needed for each career.

Button Names!
DOCTOR
THIEF
CHIEF
LAWYER

CONCEPT 5: PERFORMANCE ON THE JOB IS RELATED TO A BASIC EDUCATION.

ACTIVITY #1

Shadowing: Students visit parents "on the job" to see how individuals must perform on the job.

ACTIVITY #2

Make a list of all the persons who work at the school and their duties. Why is education necessary for them to do their jobs? What would the outcome be if these people had not stayed in school? How do the workers' jobs help the students themselves?

ACTIVITY #3

Take a field trip to the local fire station. Interview the firemen to find out things they needed to know before they could be firemen? How does having a good memory help the firemen in their duties?

ACTIVITY #4

Ask the police department to send a police car and patrolman to your school. The students should see a demonstration of how all the car's accessories work - blinker, radio, siren, etc. Encourage the students to ask questions. Cue the policeman to impress the students with why he was specially trained for his job.

CONCEPT 6: SELF IMPROVEMENT MUST BE CONTINUOUS AS IT IS CLOSELY RELATED TO JOB PERFORMANCE.

ACTIVITY #1

Set up a classroom business where something is made such as flowers, vases, or greeting cards. Children work at various jobs involved with production where they learn they must be on time, develop good work habits, and help produce a product of good workmanship.

ACTIVITY #2

List occupations students think they might be able to do right now. Discuss how they might do a better job (through education). Point out they might make more money if they stay in school and learn as much as they can. Also teach them that many businesses keep training their workers and that sometimes it is necessary to have people teach them to work with new materials and machines.

ACTIVITY #3

Make a bulletin board showing different kinds of work. Discuss the training needed for each occupation and relate these needs to students of this age.

ACTIVITY #4

Use teaching aids and resource materials to help students realize the importance of good personal hygiene habits. In some cases, extra effort may be necessary in order to teach students how to brush teeth, tie shoes, bathe, groom hair, etc.

The students will learn that the rewards of good hygiene may include good health and social acceptance.

BRUSH YOUR TEETH!
BATHE
SOAP

EMPLOYABILITY SKILLS

CONCEPT 7: CERTAIN ATTITUDES AND BEHAVIORS HELP THE INDIVIDUAL TO FIND AND KEEP A JOB.

ACTIVITY #1

Set up a classroom mini-economy where the students may bring articles from home to sell. Have buyers and sellers keep records of earnings and spendings.

ACTIVITY #2

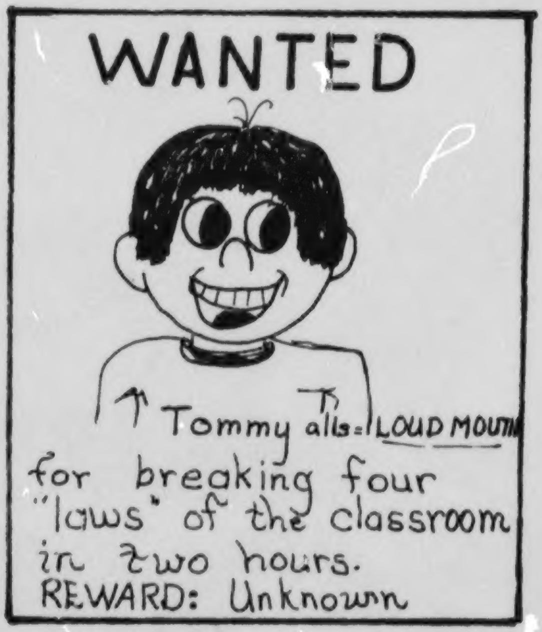
Hold a craft day. Students learn to make pot holders, paint plaques, make greeting cards. After these are finished they can be sold. Learning to cooperate with each other results in better made articles for their customers.

ACTIVITY #3

Allow students to choose jobs within the classroom they would like to do for the day. Be certain they understand that they can be replaced if they behave badly and do not carry out their responsibilities completely. Evaluate the day's work at the end of the day and point out that proper attitudes helped them keep their jobs all day.

ACTIVITY #4

Help the students develop a set of "laws" for the room to abide by. They should also establish the punishments to be meted out for "law violations". The teacher must guide this activity as students tend to be too strict on each other. All laws and forms of punishment should be in writing and posted. From time to time amendments may be necessary.


WANTED
Tommy alis= LOUD MOUT
for breaking four "laws" of the classroom in two hours.
REWARD: Unknown

EMPLOYABILITY SKILLS---CAREER PLACEMENT

The purpose of this element is to assure that every student, at the time of leaving or graduating from high school, will be placed according to his career plans in an entry level job or apprenticeship, a junior college or technical school, a senior college or university, or in the armed forces.

The element employability skills is concerned with locating and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awareness and skills, and skills related to worker adjustment.

EMPLOYABILITY SKILLS CONCEPTS

1. A positive attitude toward one's self and the world of work is essential in finding and keeping a job.
2. An awareness to the practical realities of the world is necessary.
3. Acquiring proper skills helps the individual secure a desirable job.
4. Trained workers are an attraction to economic development.
5. Many skills are transferable.
6. Work skills needed in most occupations (human relation skills, work attitudes, and computation and communication skills) should have preference over skills needed in a particular occupation.
7. The individual should learn to adjust to rules and regulations of his job.

CONCEPT 1: A POSITIVE ATTITUDE TOWARD ONE'S SELF AND THE WORLD OF WORK IS ESSENTIAL IN FINDING AND KEEPING A JOB.

ACTIVITY #1

Ask students to make charts of skills they feel are necessary to get a certain job and keep it. Let students give reasons for what they put on the charts.

ACTIVITY #2

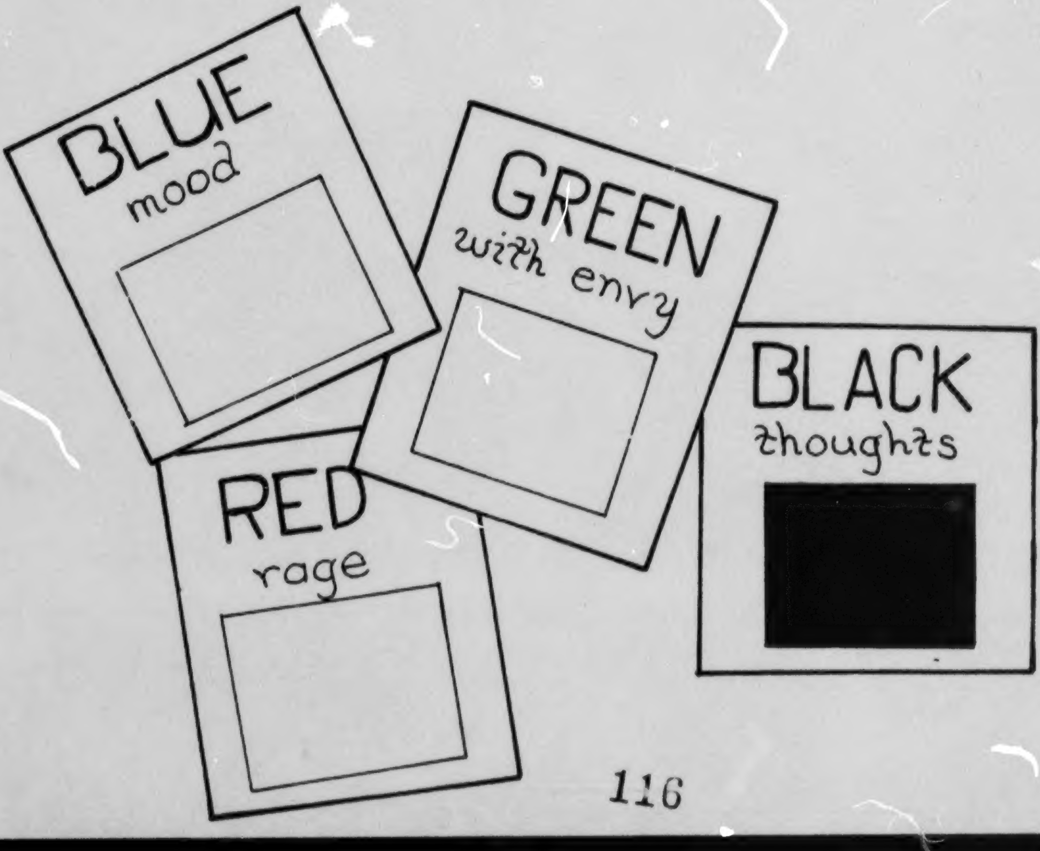
Make poster board "rotating wheel" of classroom activities such as watering plants, feeding fish, and library workers. Have pupils list skills needed for each activity. Pupils fill out application forms listing individual skills.

ACTIVITY #3

View films - Let's Build a House, Let's Go to the Bicycle Factory, etc. on occupations. Students tell why the workers are happy on their jobs.

ACTIVITY #4

Cut squares from construction paper using colors that we associate with our feelings - "green with envy" - "blue mood" - "seeing red" - "black thoughts" - etc. Discuss with your students how we identify attitudes with colors. Let each student draw a colored square from a box and tell about the feeling he associates with it.



CONCEPT 2: AN AWARENESS TO THE PRACTICAL REALITIES OF THE WORLD IS NECESSARY.

ACTIVITY #1

Invite a personnel manager to talk with the class and discuss what he looks for in an individual he may hire for a job. Ask him to bring out in his discussion the following:

1. The way the individuals are dressed
2. How easily they meet people
3. How friendly they are
4. Their manners
5. Their attitude
6. What they know and how well they can do it

ACTIVITY #2

Write a riddle with the class such as, "I was used for travel seventy-five years ago. What am I? (wagon)

Ask: How do people travel today? Discuss why the change was made. Compare jobs available in transportation seventy-five years ago and today.

ACTIVITY #3

Have a homemaker talk to the class. She tells the class what she learned in math at school to help her in buying groceries, making car payments, paying utilities, etc.

ACTIVITY #4

Have the school nurse visit your room and tell your students about some of her experiences on the job.

Math Problem
2 +8
4 +6
8 +2
Spelling
doctor
dentist
nurse
Our School Nurse
Mrs. Gray

CONCEPT 3: ACQUIRING PROPER SKILLS HELPS THE INDIVIDUAL SECURE A DESIRABLE JOB.

ACTIVITY #1

Have a parent talk to the class about why he was hired at the job he now has. Have the parent help make a list of do's and don'ts for applying for a job.

ACTIVITY #2

Visit the school library and have the librarian explain her work, the training needed for her job, skills needed for all library workers to get the work completed, and why she chose her job. Discuss personal skills needed to deal with people who use the library.

ACTIVITY #3

Teacher and students will write a song about "This Is Why We Go To School." Sing in tune of "Here We Go Round The Mulberry Bush". Point up skills that will be needed later in their occupational choice.

"This Is Why We Go To School"
SCHOOL

CONCEPT 4: TRAINED WORKERS ARE AN ATTRACTION TO ECONOMIC DEVELOPMENT.

ACTIVITY #1

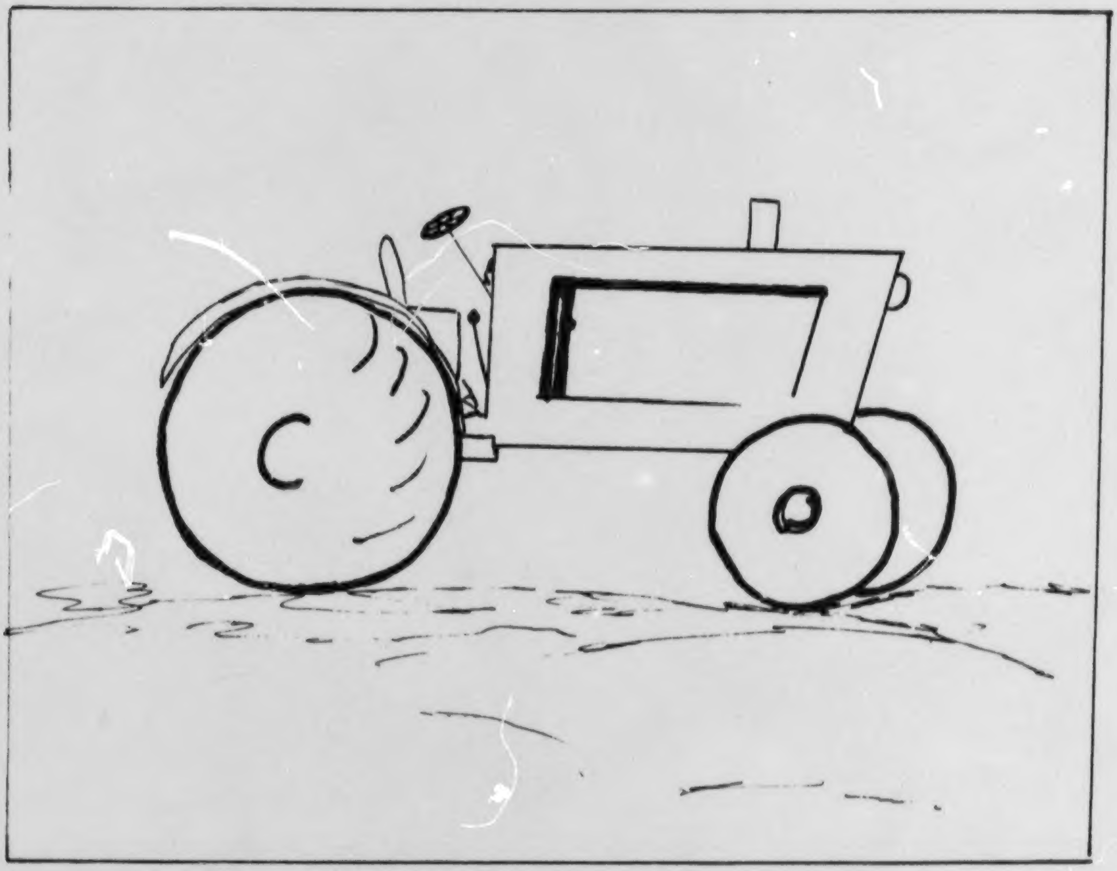
Ask the students to list and discuss the variety of skills needed to work in the "old general store" as it relates to today's modern supermarkets. Students may make a chart to note the comparisons.

ACTIVITY #2

Read books from the "I Want to Be" series. Play a game about "I had rather be". Example: Bus driver or custodian, ditch digger or dentist.

ACTIVITY #3

Students draw pictures of tools workers use such as electric saw or tractor. Discuss what happens if workers don't know how to use tools properly. Can a carpenter build a house if he can't saw?



CONCEPT 5: MANY SKILLS ARE TRANSFERABLE.

ACTIVITY #1

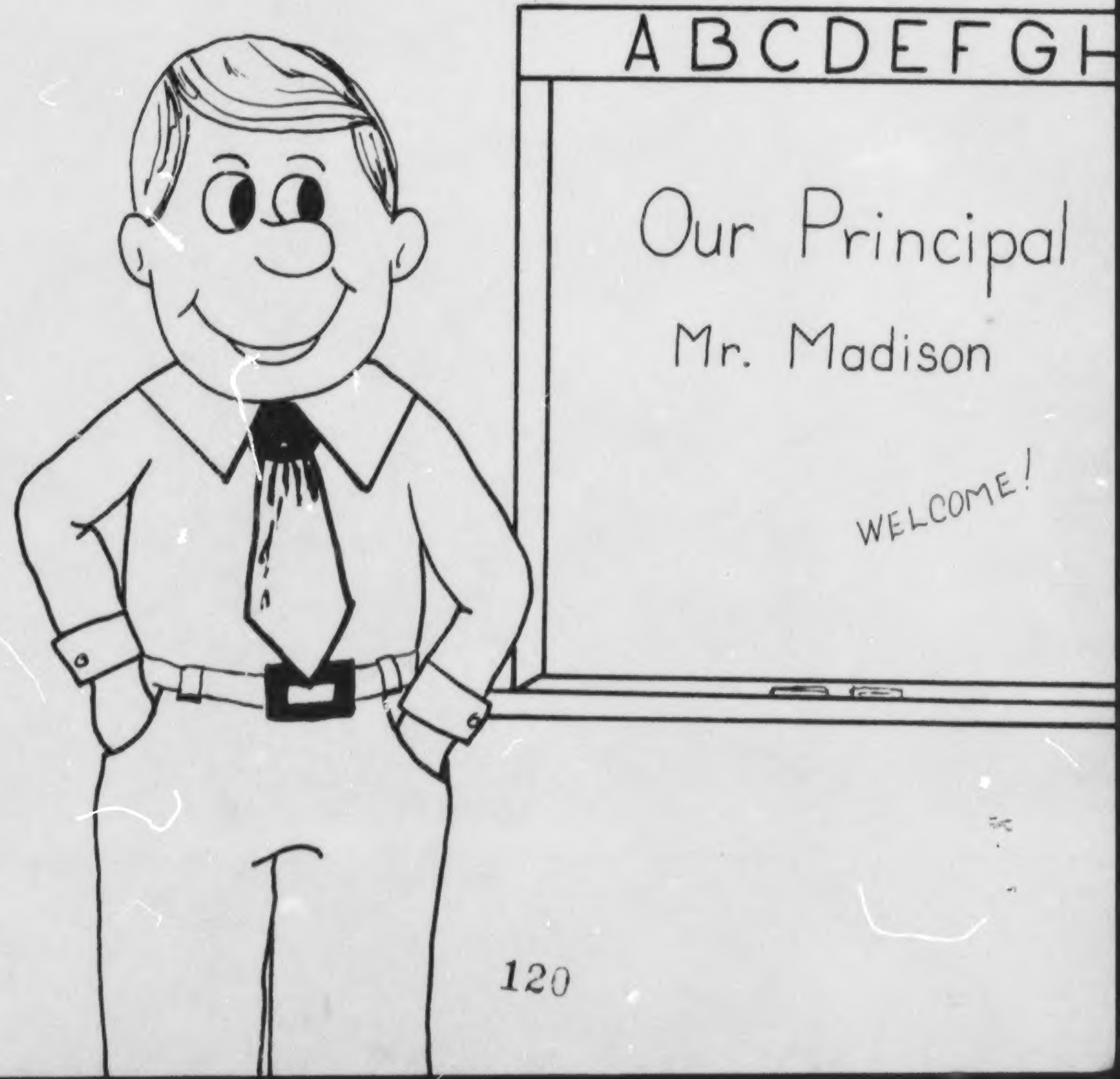
Present a number of skills in one list. Let the students classify skills according to various occupations. Discuss these skills that can be used in other occupations.

ACTIVITY #2

Have the school principal talk to the class. Let him/her tell how being a teacher helped her to become principal.

ACTIVITY #3

Make a skills chart. Have students list the skills that they learned last year and continue to use this year. Example: writing, addition, reading.



CONCEPT 6: WORK SKILLS NEEDED IN MOST OCCUPATIONS (HUMAN RELATION SKILLS, WORK ATTITUDES, AND COMPUTATION AND COMMUNICATION SKILLS) SHOULD HAVE PREFERENCE OVER SKILLS NEEDED IN A PARTICULAR OCCUPATION.

ACTIVITY #1

Have children role play as they act out working at a familiar job. Then let children discuss what skills would be needed to be hired for that job.

ACTIVITY #2

Collect and draw scenes illustrating jobs where talking must be done. Discuss the importance of communicative skills in the world of work. These scenes may be displayed on a bulletin board or in a collage. This may be used with reading, math, and writing. Contact the phone company for materials.

ACTIVITY #3

Go on a field trip to a local supermarket. Ask the manager to talk with students about the duty of each worker and the importance of working together. Students should observe all workers. When students return to school a discussion of these events should provide additional information.

ATTITUDES
APPRECIATION

CONCEPT 7: THE INDIVIDUAL SHOULD LEARN TO ADJUST TO RULES AND REGULATIONS OF HIS JOB.

ACTIVITY #1

Let the class discuss some school rules and point out the ones they do not like. Discuss the reasons why the rules exist. The class may discuss why it is necessary to adjust to rules.

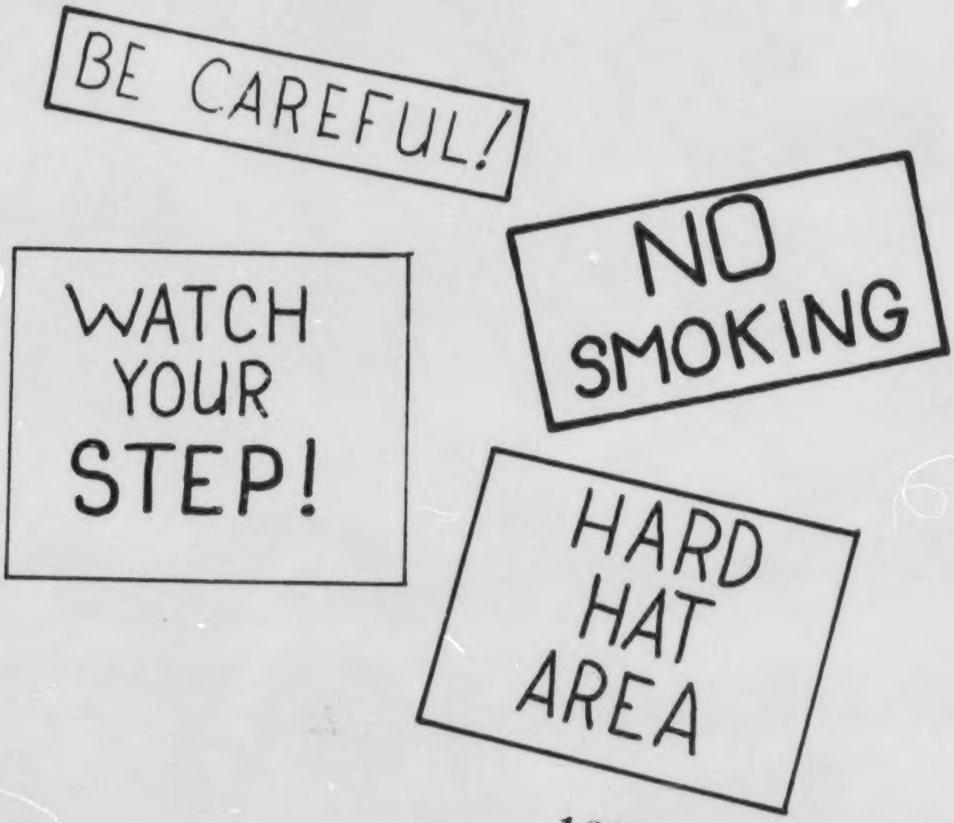
ACTIVITY #2

Divide the class into several groups. Have each group decide on a career oriented activity to pantomine and the rules for doing the pantomine. All members except one is to follow the rules made. Other students must guess the occupation and what person is out of character. The class should discuss the advantages and disadvantages of following rules.

ACTIVITY #3

Go on a field trip to a factory. Observe all rules and signs posted. Ask foreman or workers to discuss the following:

1. Why were the various signs and rules made?
2. What would happen if rules are not obeyed?
3. How are workers rewarded for being cooperative and careful on the job?


BE CAREFUL!
NO SMOKING
WATCH YOUR STEP!
HARD HAT AREA

ATTITUDES AND APPRECIATIONS---SELF-SOCIAL FULFILLMENT

The purpose of this element is to assist students in their career development so that they are able to anticipate changes in themselves and their environments and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.

The element, attitudes and appreciations, was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own career role and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen and thus provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work with appreciations for his own role and the role of others.

The broader concept of career education includes, in addition to career guidance, the academic and vocational preparation to provide students the skills and compentencies needed to carry out successfully their plans and decisions in the world of work.

As a part of career education, career guidance focuses upon the development of self-understanding, the knowledge of career options, and the ability to make personal plans and decisions. The overall goal of career guidance is to help students develop career maturity through acquiring knowledge, skills, and competencies necessary to the performance of their life roles in a changing and complex society.

ATTITUDES AND APPRECIATIONS CONCEPTS

1. Work, money and life-style are interrelated
2. Work provides a source of self-identity; (People tend to introduce themselves by telling about their occupations).
3. The environment and one's ability to interact with it influences career development.
4. An understanding and acceptance of self is important throughout life. (This includes knowledge of their strengths and weaknesses.)
5. All persons have dignity and worth. (It is the worker, including his attitudes and the way he does his work who brings dignity to the job.)
6. Acceptance of the uniqueness of the individual is necessary to understand how persons differ in their interests, abilities, attitudes and values.
7. One must understand personal characteristics as they relate to aspirations, education, occupations, and leisure pursuits.
8. One must demonstrate positive attitudes toward work and work-related habits.
9. Cooperating and getting along with people is related to success in work.
10. One must accept responsibility for personal behavior.
11. The importance of personal flexibility in a changing society must be understood.
12. Job characteristics continually change as society changes.

CONCEPT 1: WORK, MONEY AND LIFE STYLE ARE INTERRELATED

ACTIVITY #1

Provide empty cartons, cans and packages to furnish a "general store" for the room. Give each student play money (you can print your own on the duplicator or buy at variety store) but do not give any two students the same amounts. Some students should have $5.00 and others have as much as $150.00.

The students can buy items from the store, and then compare their purchases. Attention should be directed toward WHY some students bought more than others.

ACTIVITY #2

For students who can read well enough, this same activity can be modified by assigning groups (or "families") a specified amount of money to spend and letting them use newspapers to choose their purchases from. Allowances for the groups could range from $100 up to $1000. Items to buy could include anything a family would have to buy--food, clothing, furniture, etc. After spending their allowances the groups then compare (a) how much they were able to buy and (b) the differences they had in buying power and why.

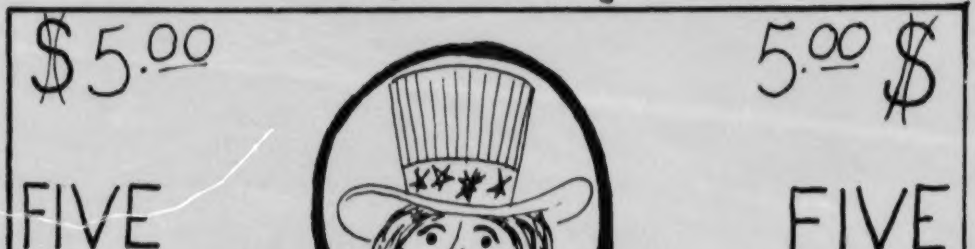
ACTIVITY #3

People with similar interests join together in clubs, groups and unions. List different unions, organizations and clubs that members of the students' families belong to. Tell the common interests that these groups have and the purpose of each.

ACTIVITY #4

Students can compare work as it is done today with the way it was done in the past. After comparing the life styles of both groups of workers, the students can see how family life changes depending on the work done by the father. A comparison of life style could be made among different workers we have today.

Print your own play money for Activity #1!



CONCEPT 2: WORK PROVIDES A SOURCE OF SELF-IDENTITY; (PEOPLE TEND TO INTRODUCE THEMSELVES BY TELLING ABOUT THEIR OCCUPATIONS).

ACTIVITY #1

Variations on "Show and Tell" give students a chance to develop a stronger identity.

1. Students are encouraged to share information about themselves with the class.
2. Students take turns being on a panel that question other classmates' general information (nothing very personal, just likes, dislikes, hobbies, etc.).

ACTIVITY #2

Use flannel boards or other aids to match people with occupations according to the clothing they wear on the job. Students can clip pictures from magazines, catalogs and newspapers to use.

ACTIVITY #3

Write names of different jobs on slips of paper. Let students take turns choosing a slip. Then the student acts out the job on his slip without using words. The other students try to guess the job being pantomimed.

CONCEPT 3: THE ENVIRONMENT AND ONE'S ABILITY TO INTERACT WITH IT INFLUENCE CAREER DEVELOPMENT.

ACTIVITY #1

Draw a mural on the chalkboard that shows an unspoiled, rural scene. Hills, woods, streams, flowers, and wildlife should all be included. Have the students study the scene then react to the following:

1. How would the scene change if Indians lived there?
2. If pioneers moved there?
3. If a small town were built there?
4. If a city were put there?

It is suggested that large pictures or photographs can be laminated or covered with transparent Contact and used for this activity. Students can alter the scenes using grease pencils so the pictures can be reused.

ACTIVITY #2

Use audio-visual materials and other teaching aids to allow students to study life styles of people in history. Discussion of changes in life styles because of progress will follow the study.

For example, the class may study pictures of cave-men, Indians, pioneers, early settlers, etc. and compare the ways these people have worked in order to live in their environments.

ACTIVITY #3

Help the student to define environment and to describe the environment he has in the classroom and at home.

CONCEPT 4: AN UNDERSTANDING AND ACCEPTANCE OF SELF IS IMPORTANT THROUGHOUT LIFE. (THIS INCLUDES KNOWLEDGE OF THEIR STRENGTHS AND WEAKNESSES.)

ACTIVITY #1

People can learn from their mistakes. We learn today from what has already happened in the past. Role-play situations in which making a mistake can help us learn how to work better.

ACTIVITY #2

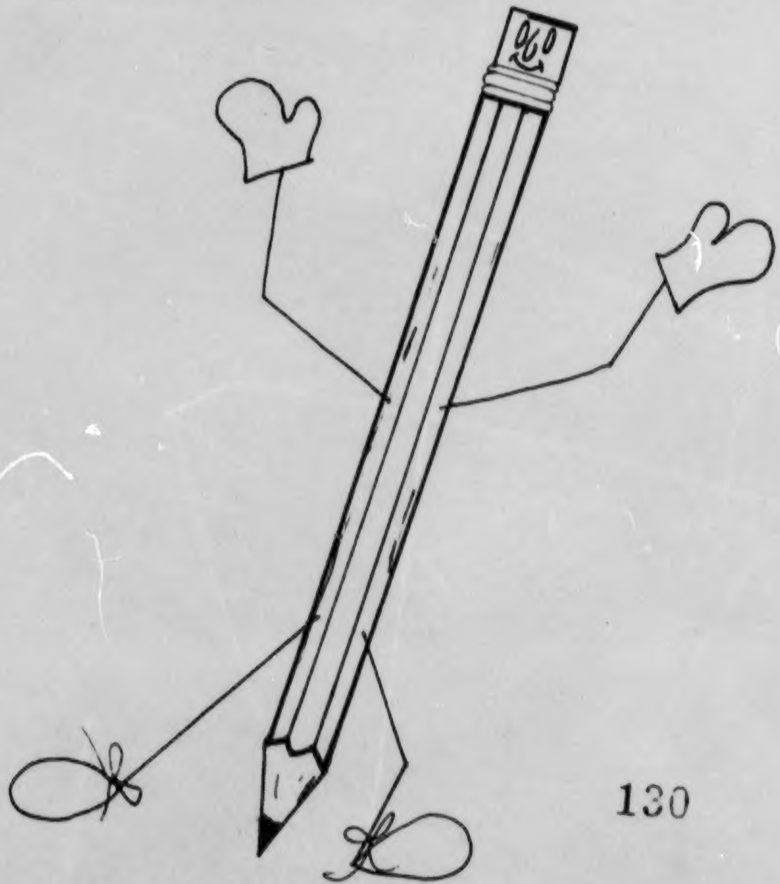
Instruct students in how to make a chart entitled "I Like Me Because ...." List reasons on the chart as to why students like themselves. Correlate with an art project in which students draw themselves. Exhibit charts and attach the self-portraits.

ACTIVITY #3

Students can draw pictures and write stories of things they can do well and things they would like to do better.

ACTIVITY #4

For students who have trouble in drawing themselves, it is often helpful to seat them near a large mirror (full-length is perfect) and use the reflection of themselves as a model.



CONCEPT 5: ALL PERSONS HAVE DIGNITY AND WORTH. (IT IS THE WORKER, INCLUDING HIS ATTITUDES AND THE WAY HE DOES HIS WORK, WHO BRINGS DIGNITY TO THE JOB.)

ACTIVITY #1

Appreciation Day: Have an appreciation day for each pupil during the school year. Each member of the class writes a descriptive word or words on a large card to help describe why he thinks this pupil is worthy of the honor.

ACTIVITY #2

Think about and discuss the sense of accomplishment you feel when you have done useful work well at school or at home. This also applies to the way a person feels when he thinks he has accomplished something worthwhile at work.

ACTIVITY #3

By discussing the interdependence among workers, students will see that workers of all types are needed by our society. What happens when different workers go on strike and are no longer providing their services to the public?

ACTIVITY #4

Discuss the definition of a task. Lead the students to react to the following questions:

1. What tasks do you do at home?
2. Why is it important that you do them?
3. What tasks do you do at school?
4. Why is it important that those tasks are done?

STRIKE
for
BETTER PAY

CONCEPT 6: ACCEPTANCE OF THE UNIQUENESS OF THE INDIVIDUAL IS NECESSARY TO UNDERSTAND HOW PERSONS DIFFER IN THEIR INTERESTS, ABILITIES, ATTITUDES AND VALUES.

ACTIVITY #1

The "Secret Box" can be any box that is covered with pretty paper and that has a hole in the top. Students write questions about anything they wonder about and put the questions in the box. The questions are not signed. A volunteer student draws a question from the box and reads it aloud. The teacher then leads the class in a discussion of the answer.

A certain time each week should be set aside for this and the students should be encouraged to contribute questions when they feel like it. The questions might concern school work, family problems or personal feelings.

If the students cannot read or write, then the individuals can dictate questions to the teacher who will write them. The teacher could also read questions to the class.

ACTIVITY #2

Sherlock Holmes is a game that helps students observe and verbalize differences in other people. Follow these steps for doing this activity:

1. Choose one student to be Sherlock Holmes and have him leave the room.
2. Choose another student to be a "missing person" and a third student will be the friend of the missing person.
3. Sherlock is called back to the room. The friend tells Sherlock that a person is missing and then proceeds to describe the "missing person".
4. Sherlock then tries to identify which student is the "missing person" from the description.
5. When identification is made, a new Sherlock is chosen and the game procedes with a new "missing person" and "friend".

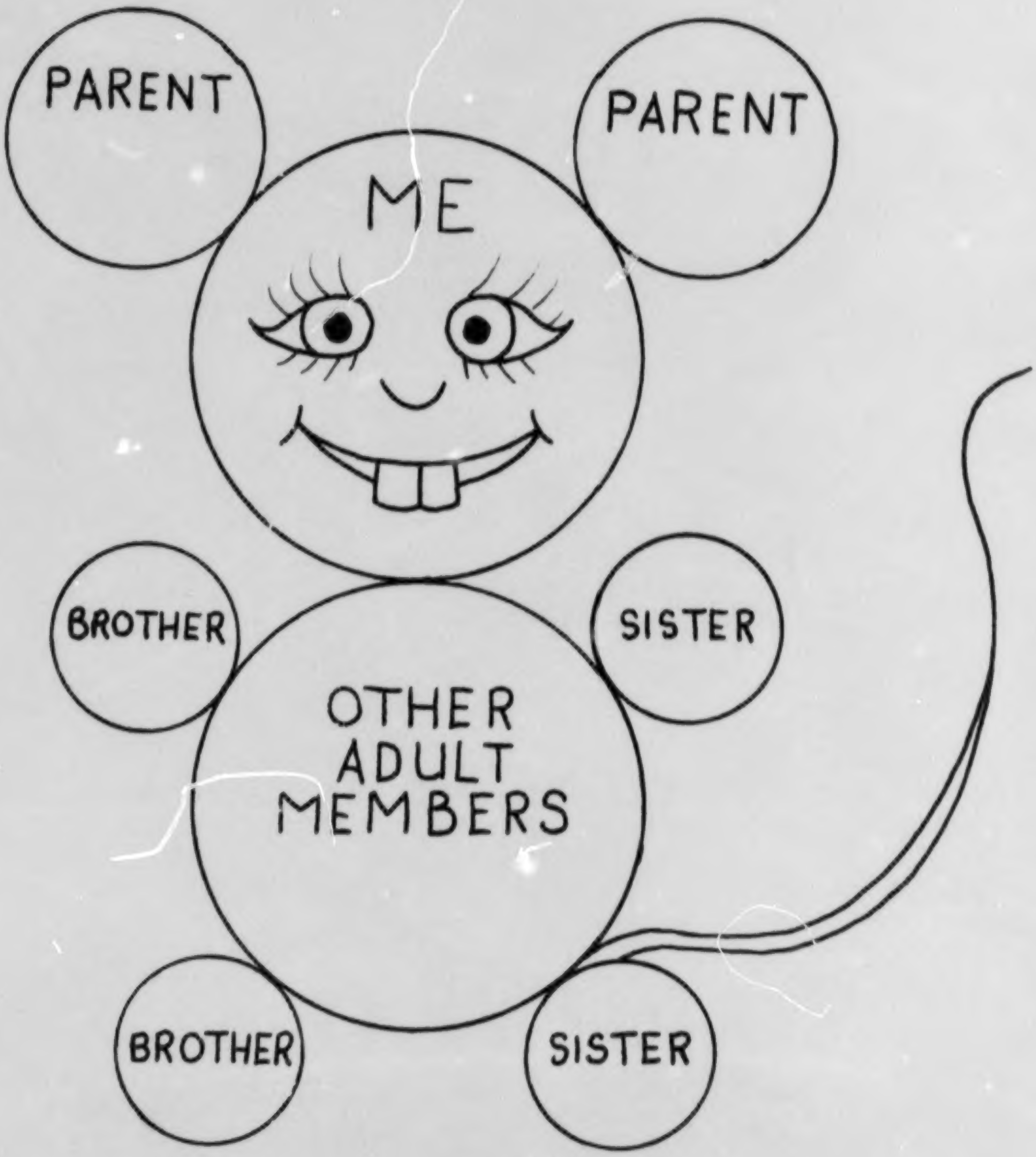
Guidance from the teacher is needed because students tend to limit their descriptions to clothing and physical characteristics. Other descriptions should be encouraged. For example: talents, abilities, habits, etc.

ACTIVITY #3

Make a "Family Mouse". Cut four circles of the same size and four smaller circles. Let the head represent the student who is making the

ACTIVITY #3 contd.

mouse. Direct each student to list his own interests on the mouse's head. The ears can represent adult members of the family, as well as the body. The arms and legs can represent brothers and sisters. Each family member's interests are to be listed on the appropriate part of the mouse. After the mouse is completed, discussion of interests and abilities can follow.


PARENT
PARENT
ME
BROTHER
SISTER
OTHER ADULT MEMBERS
BROTHER
SISTER

CONCEPT 7: ONE MUST UNDERSTAND PERSONAL CHARACTERISTICS AS THEY RELATE TO ASPIRATIONS, EDUCATION, OCCUPATIONS AND LEISURE PURSUITS.

ACTIVITY #1

Explore the scientific procedures followed by a scientist when running an experiment. Why must a scientist's procedures be so entirely different from other working procedures? How does a scientist's work compare to other types of work? What kinds of attitudes must be displayed in a scientist's laboratory? What might happen if a careless attitude is displayed in carrying out some of the experiments?

Direct the students to discuss the different attitudes as they relate to the kinds of work their parents do. Compare these to those of the scientist and discuss the differences.

ACTIVITY #2

Discussion about doing one's best work without considering material rewards:

1. In school

2. People who work for their fellow men -- Peace Corps, or Vista. A speaker may come in and explain how such work helps people all over the world. Candy-stripers from a local hospital could also be resourceful.

ACTIVITY #3

Discussion to help students understand some desirable attitudes that can be related to school and to work. For example:

1. Good work habits -- willingness to do your best work, following instructions and directions, and punctuality.

2. The importance of getting along with other people.

3. Difficult and unpleasant work has to be done at times.

CONCEPT 8: ONE MUST DEMONSTRATE POSITIVE ATTITUDES TOWARD WORK AND WORK-RELATED HABITS.

ACTIVITY #1

Prepare a list of words that describe attitudes such as:

- Sullen
- Possessive
- Selfish
- Jealous
- Angry
- Conceited

Ask several students to exhibit these different attitudes (if they are willing) and really exaggerate. Discuss whether these attitudes would be acceptable at work. Do the students think that employers would keep people in their employ who display these attitudes? Do they think that perhaps people with attitudes such as these would be considered for advancement or a promotion?

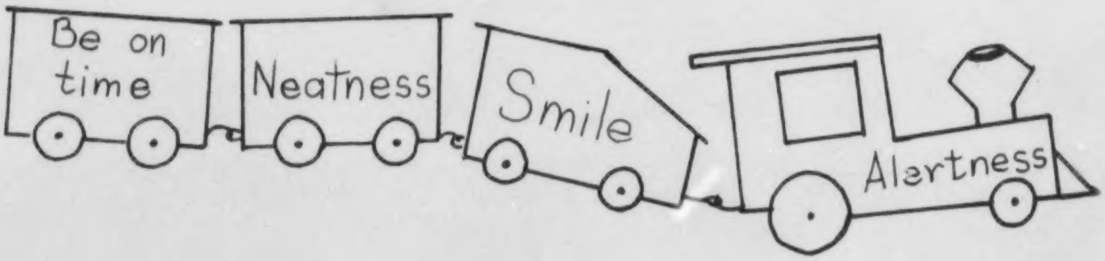
If attitudes are unacceptable at work would people with these characteristics probably keep or lose their jobs? What kind of work do the students think people with attitudes such as these would most likely do? Discuss at length some of the possible consequences.

ACTIVITY #2

Career Train - Make a train for the bulletin board. Label the cars with desirable work attitudes. Discuss positive attitudes needed now and for the future. Write a choral reading with verses relating to cars of the train.

ACTIVITY #3

Useful work is appreciated by others. Ask students to volunteer to help another person without being asked or told to do it. Discuss how this made the other person feel. This discussion could lead to doing school work without being constantly reminded, or to workers on a job doing what they are supposed to do without being told.



CONCEPT 9: COOPERATING AND GETTING ALONG WITH PEOPLE IS RELATED TO SUCCESS IN WORK.

ACTIVITY #1

Discussion: Define and discuss the meaning of cooperation and attitudes. Point out the difference between positive and negative attitudes and their effect on people. Draw pictures, role-play or make collages of attitudes that would help or hinder you in school and later in life, and at work.

ACTIVITY #2

Have students cut out magazine pictures of people working cooperatively for orderly progress. Have them think of captions for their pictures. This might become a permanent bulletin board depicting different types of cooperation.

ACTIVITY #3

Divide the class into groups and have each group perform a group activity such as arranging books or watering plants. Have students discuss what they had to learn in order to perform the activity. (We learn work skills from each other.)

ACTIVITY #4

Have the students rearrange their desks, each child being responsible for his own desk. Discuss the results: hard work, noise, time to accomplish.

Now have the students help one another. Results: easier, quieter, faster. Discuss the differences. Make a chart of work activities that are more easily accomplished through cooperation.

ACTIVITY #5

Have students identify the goods and services that people working together provide for their neighborhood. Display pictures and discuss the responsibilities of different workers.

ACTIVITY #6

Have students think of some things we use that our families alone could not buy (schools, fire and police protection, street lights, sidewalks, etc.). Suggest that many families, each spending a little money, could pay for these big things.

CONCEPT 10: ONE MUST ACCEPT RESPONSIBILITY FOR PERSONAL BEHAVIOR.

ACTIVITY #1

Pupils "role-play" to show situations at home where cooperation took place. The class can play the cooperation game. Divide the class into two groups. Have one group list occupations requiring cooperation. The other group will list occupations which do not require cooperation.

ACTIVITY #2

To demonstrate how everyone suffers when one person is not dependable, the teacher can set up hypothetical situations on slips of paper and have the children read and discuss the outcomes. Example: The class is going to make chocolate chip cookies for a party they will have. Each child is to bring an ingredient. Someone forgot something. What will happen? Bring in the idea of what the others would think of that person. Would he be respected? In another group someone brings an extra ingredient other than those required. What would the group reaction be?

Forget Me
What will happen?
OLD
MILL'S
FLOUR

CONCEPT 11: THE IMPORTANCE OF PERSONAL FLEXIBILITY IN A CHANGING SOCIETY MUST BE UNDERSTOOD.

ACTIVITY #1

Help students understand the effects on self and society with individuals who are not willing to grow and change. Study the Amish way of life. Collect pictures or have students draw pictures of the way these people live.

ACTIVITY #2

Discussion: The generation gap and the problems this causes for families.

ACTIVITY #3

Help students see that flexibility, open-mindedness and adaptability are better than rigidity and stubborness. Role-play situations which involve listed characteristics. For example: refusal to play a game suggested by others leads to one being left out of the group.

ACTIVITY #4

Ask Senior Citizens from the community in to your room to tell the students about changes that have taken place in their lifetimes. Encourage them to talk about how and why they had to change with the times. Were they inconvenienced by changing? Was there a conflict? How do they feel about it now that is is long past?

WHY CAN'T I?
?!
THE GENERATION GAP PROBLEM!

CONCEPT 12: JOB CHARACTERISTICS CONTINUALLY CHANGE AS SOCIETY CHANGES.

ACTIVITY #1

Help students realize that we have learned from people who have learned from other people who lived before us, and we can learn from other people who are living today.

Let students gather pictures and make folders of an old time American family and a modern day American family. Use the folders for various activities. For example: Exchange folders and write stories about the families. Create dramatic plays from the folders. Include a discussion of how people's attitudes change according to the work they do.

ACTIVITY #2

A discussion of supply and demand will help students understand why many people are engaged in some occupations and few people in others. Contrast the bicycle industry and the automotive industry; relate the number of workers, parts and demand for the product.

ACTIVITY #3

Help students see that workers must accept new conditions. Change classroom jobs, clarifying responsibilities; follow up on carrying out those responsibilities.

ACTIVITY #4

Students can role-play different parts to show how some things must change:

1. the weather
2. length of day
3. material objects (books, toys, clothing -- all grow old, wear out and fall apart)
4. population (many people are born, then they die)
5. human relationships

ACTIVITY #5

Discuss the problems of moving. How many students have ever moved? Let each tell his own experiences in moving - who was involved, how far did they go, how did they do it?

Suggest that the whole school might have to move. How would they solve the problems that might come up? What would be needed and who would be needed?

PROBLEMS
of MOVING!

JOB CLUSTERS & GAMES

ACTIVITY #6

Discuss why workers continue going to school. Invite students from the intermediate grades into your classroom to tell your students the things they are doing in their own classes. Encourage questions from your group to this older group.

Why workers continue going to school?

Appendix

It would be impossible to teach about every occupation that is available in our society. Also, you cannot anticipate the jobs of the 1980's and beyond. You should attempt to select examples of occupations that represent broad areas and levels within those areas. A useful tool to help achieve a broad representation of the jobs is called "clusters" by similarity.

This Appendix contains the fifteen areas into which occupations can be divided. Under each title you will find a number of occupations listed but not every occupation that would normally appear here is listed. Therefore, it may be necessary for you to do further research if there are other occupations you wish to explore.

Agri-Business and Natural Resources

Jobs requiring College Graduate or More

Cattle Rancher
Farmer Manager
Food and Drug Inspector
Soil Conservationist
Biologist
Game Biologist
Horticulturist
Entomologist
Geologist

High School Graduate or More

Poultryman
Dairyman
Beekeeper
Turkey Raiser
Sheep Farmer
Miner
Driller (Rotary)
Forester Aide
Quarryman

Less than High School

Feed Mixer Helper
Cotton Compress Operator
Irrigator
Shaftman
Coal Washer
Sheep Herder
Scout
Farm Machinery Operator

Business and Office

Jobs requiring College Graduate or More

Cost Accountant
Purchasing Agent
Sales Manager
Job Analyst
Bank President
Bank Auditor
Personnel Monitor
Programmer
Real Estate Salesman

High School Graduate or More

Teller, Head (Banking)
Insurance Examiner
Receptionist
Bookkeeper
Court Reporter
Data Typist
Accounting Clerk

Less than High School

Cashier
Teller
Payroll Clerk
Console Operator
File Clerk
Stencil-Cutter Operator
Addresser
Taper Librarian
Tabulating Machine Operator

Communication and Media

Jobs requiring College Graduate or More

Engineers:
- Electronic
- Radar
- Antenna
- Television
- Radio
- Audio
- District
- Radio Research
- Acoustical
- Sound
- Telegraph
- Division
- Equipment
- Line-Construction
- Telecommunications Service
- Quality-Control

Directors:
- Art
- Music
- Casting
- Location

Musician
Lyricist
Arranger
Announcer

High School Graduate or More

Public Relations Man
Electrician
Costumer
Control Supervisor
Traffic Chief
Control Room Technician Supervisor

Less than High School

Radio Technician
Radio Operator
Book Critic
Copy Reader
Proof Reader
Cartoonist
Crossword Puzzle Maker
Cameraman
Telegraph Man
Braille Proofreader

Construction

Jobs requiring College Graduate or More

Architect
Civil Engineer
Construction Inspector
Draftsman, Civil
Illuminating Engineer
Landscape Architect
Welding Engineer

High School Graduate or More

Carpenter-Labor-Foreman
Plumber
Structural Steel Worker
Rigger
Bricklayer
Electrician
Painter
Bulldozer Operator

Less than High School

Carpentry Laborer
Blaster-Helper
Groundman
Pipe Fitter
Insulation Installer
Laborer, Road
Hod Carrier

Consumer and Homemaking Education

Jobs requiring College Graduate or More

Home Economics Teacher
Therapeutic Dietitian
Food Chemist
Fashion Designer
Textile Chemist
Executive Chef

High School Graduate or More

Restaurant and Coffee Shop Manager
Laundry Foreman
School Food Service
Hotel Housekeeper
Comparison Shopper
Fashion Assistant

Less than High School

Shoe Salesperson
Nurse Maid
Butcher
Furniture Assembler
Car Hop
General Maid
Janitor
Baker
Salad Girl

Environment

Jobs requiring College Graduate or More

- Audiologist
- Entomologist
- Forest Ecologist
- Hydraulic Engineer
- Weed-Control Supervisor
- Range Manager
- Mining Engineer
- Geographer
- Urban Planner
- Surveyor

High School Graduate or More

- Air Analyst
- Exterminator
- Fire Lookout
- Gamekeeper
- Park Superintendent
- Milk Sampler
- Fire Patrolman
- Fumigator

Less than High School

- Garbage Collection Foreman
- Forest Fire Fighter
- Sewage Plant Attendant
- High Climber
- Campground Caretaker
- Septic-Tank Serviceman

Fine Arts and Humanities

Jobs requiring College Graduate or More

Interior Designer
Painting Restorer
Sculptor
Photographer
Drama Critic
Architect
Art Appraiser

High School Graduate or More

Humorist
Display Manager
Musical Instrument Repairman
Dancer
Costume Mistress
Choreographer
Museum Technician

Less than High School

Potter
Parish Worker
Flyman
Museum Guide
Bookmobile Driver
Camera Girl
Stage Hand
Stage Doorman

Health

Jobs requiring College Graduate or More

Head Physician
Surgeon
Medical Officer
Pediatrician
Opthalmologist
Dentist
Sanitarian
Hearing Clinician
Radiologist
Pharmacist
Speech Clinician
Orthodontist

High School Graduate or More

Dental Hygienist
Registered Nurse
X-Ray Technologist
Office Nurse
Medical Record Librarian
Chiropractor
Dental Assistant
Physical Therapist
Public Health Nurse
Industrial Nurse
Psychiatric Nurse

Less than High School

Diet Clerk
Central Supply Supervisor
Nursing Aid
Receptionist
Ambulance Attendant
Home Health Aid
EKG Technician
Surgical Technician

Hospitality and Recreation

Jobs requiring College Graduate or More

Athletic Coach
Zoo Keeper
Professional Athlete
Umpire
Public Relations Manager
Physical Education Instructor

High School Graduate or More

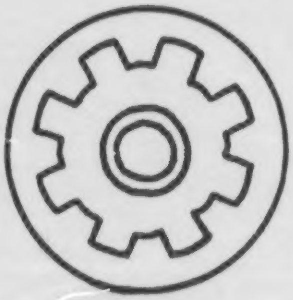
Information Clerk (Travel Bureau)
Travel Counselor
Ticket Clerk
Circus Agent
Bowling Instructor

Less than High School

Ticket Taker
Athletic Equipment Custodian
Forture Teller
Automobile Racer
Show Girl
Usher
Lifeguard
Jockey
Bat Boy

Manufacturing

Jobs requiring College Graduate or More



Manufacturing Engineer
Market-Research Analyst
Chemist
Metallurgist
Safety Engineer
Tool Engineer
Electronic Engineer

High School Graduate or More

Ingot Stripper
Blowers
Melter
Shearman
Wire Drawer
Mill Wright
Photoengraver
Payroll Clerk
Tool and Die Foreman
Diesel Mechanic

Less than High School

Building Custodian
Assemblers
Sprayer
Chipper or Grinder
Hand Molder
Glass Manufacturing Worker
Leather Manufacturing Worker
Ice-Cream Manufacturing Worker

Marine Science

Jobs requiring College Graduate or More

Aquatic Biologist
Marine Geophysicist
Marine Engineer
Hydrologist
Fish Culturist
Marine Draftsman

High School Graduate or More

Frog Farmer
Shellfish grower
Motorboat Mechanic
Alligator Farmer
Fish Farmer
Diver
Dockmaster
Laboratory Chief

Less than High School

Fisherman, pot, trap, spear
Sponge Gatherer
Seal Hunter
Fish Icer
Clam Dredgeman
Kelp Cutterman
Walrus Hunter
Fish Cleaner
Skin Diver
Dockman
Motorboat Operator

Marketing and Distribution

Jobs requiring College Graduate or More

Engineer
Teacher
Store Manager
Supervisor (Foreman, Superintendent)
Broker
Jobber
Accountant

High School Graduate or More

Model
Foreign-Language Stenographer
Demonstrator
Auctioneer
Warehouse Traffic Man
Wholesale Field Representative
Bridal Consultant
Exporter

Less than High School

Window Trimmer
Coin-Vending Machine Attendant
Stamp and Coupon Redemption Clerk
Pawnbroker
Peddlers
Routeman
Sales Clerk
Butcher
Delivery Man
Cashier-Checker
Secretary
Typist
File Clerk

Personal Services

Jobs requiring College Graduate or More

Veterinarian
Counseling Psychologist
Weight Reduction Counselor
Marriage Counselor
Child Welfare Social Worker
Food-Service Supervisor

High School Graduate or More

Chef
Short Order Cook
Maintenance Foreman
Barber
Wig Dresser
Embalmer
Tailor
Baker
Specialty Cook
Manicurest
Cosmetologist
Masseuse
Cremator
Electrologist

Less than High School

Day Worker
Housekeeper
Domestic Maid
Butler
Laundress
Yardman
Nursemaid
Valet
Baggage Porter
Janitor
Reducing Salon Attendant
Resort Couple
Camp Attendant
Elevator Operator

Public Service

Jobs requiring College Graduate or More

City Managers
Astronomers
Teachers
Urban Planners
Food Scientist
Geographers
Political Scientists
Architects
School Counselor

High School Graduate or More

Tellers
Proof Machine Operators
Exchange Clerk
Draftsmen
Surveyors
File Clerk
Lineman
Boiler Operator
Police Officers

Less than High School

Driver
Dispatcher
Postmaster
Derrickman
Rib Builders
Gas Plant Operator
Meterman
Postal Carrier
Water Treatment Plant Operator

Transportation

Jobs requiring College Graduate or More

- Supervisor, Terminal
- Cable Supervisor
- Bus Instructor
- Airline Pilots
- Navigator
- Safety Engineer
- Station Engineer, Chief

High School Graduate or More

- Truck Driver
- Superintendent, Maintenance
- Taxi Floor Man
- Truck Foreman
- Air Traffic Control
- Driver Supervisor
- Traffic Agent
- Pipeline Foreman

Less than High School

- Auto Station Attendant
- Switch Tender
- Checker
- Lampman
- Line Walker
- Porter
- Tire Repairman
- Taxi Driver

GAMES TO MAKE AND PLAY

1. Puzzles--Cut pictures out of magazines of people in occupation like a nurse, mount on cardboard, liminate if available. Cut the pictures out in puzzle shapes. These can be kept in baggies with a label on it. Book jackets are good sources.

2. Use a coloring book, magazine to find pictures of a carpenter, postman druggist, secretary etc. Mount on poster board in squares. On small individual cards paste a hammer, letter, saw, bottle of medicine, typewriter etc. Match the tools with the trade.

3. Cut out 52 cards the size of a regular deck. Find pictures of tools or trades such as, 4 hammers, 4 policemen, 4 firemen, 4 ladders etc. Past a picture on each card. Deal 6 cards to 4 players. Play the same as books or go fishing.

4. Make a career booklet. Call it "Tools of the Trade". Collect Sears, Penney's or any type of catalog. Label your page with a career. Cut out pictures of clothing, tools etc., that would be necessary for this career.

5. Career Cards Game. Have each child make a card with twelve one-inch squares. Display career books. As students read they become aware of workers needed in society. Students make a "stick figure" drawing of a worker form each book. As a bonus, when a card is completed, the child may listen to a career awareness tape.

6. Make a career box to illustrate a career. Minatures or pictures relating to the career may be used in the box. For example: teacher-miniature doll for teacher, pictures of desk, school room, bulletin board etc.

7. What Am I? Make cards of tools used in various types of work by cutting and pasting pictures from magazines on nine by twelve board. For example: Mechanic-car, jack, tools, workroom. Students select a card and guess the worker.

8. Mix'n Match. Place name of job clusters on flannel board or bulletin board. Write names of many occupations with each name on a small piece of cardboard. Students draw cardboard and match occupation to job cluster.

9. Tree Friends. Make a big tree from butcher paper, place on bulletin board. Students will rearrange the letters in the names of several of their friends. The class will work on unscrambling the names. When this is done, the name will be placed on the tree.

10. What's My Line? (Similar to television game) Every student will look up a career of his choosing and prepare himself to answer questions concerning his job. A panel will be selected, plus a timekeeper. Each panel member may question one minute, the timekeeper blows the whistle and the next panel member takes over.
    Sample questions for panelist:

1. Do you work in an office?
2. Do you work with machines? Tools? Words?
3. Did you have on-the-job training?

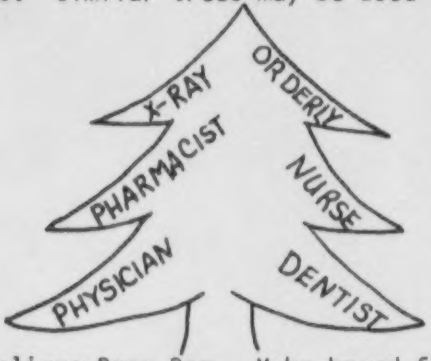
11. Careers--Decoupage. Students will select the career they plan to enter as an adult. Find and draw a picture of the career and some things that would be the proper setting. Decoupage the picture on scrap wood. Cleanup activities follow each day.

12. Career Can. Find pictures of various workers, cut out into circular form to fit into a pringle can. Punch a small hole at the top and run some yarn through it and tie. Continue until there are a large number of pictures. Put in can. Students will each pull the yarn. The picture comes out and the student must tell all he can about the worker pulled.

13. Choose four things that a postman would need to know in order to do a good job.

1. swim fast
2. a good reader
3. hates dogs
4. knows the city streets
5. have good manners
6. always in a hurry
7. puts mail in worng box
8. takes his time to do a good job

Make a job tree. Students will need to name and fill in all related jobs that belong in the job family. Students will reaearch each job. Similar trees may be used for other occupations.



MEDICAL AND HEALTH SERVICES

15. Feelings-Bean Bag. Make board from several posters boards. Use masking tape to put together. Write in feeling words. One student throws bean bag. he must tell a time when he felt. . . . (feeling word bean bag lands on).

HAPPY	DISAPPOINTED
SAD	PUT DOWN
WORRIED	EXCITED
UPSET	ANXIOUS

16. Occupation Scramble. Prepare cardboard letter cards. Divide the class into two teams. Choose two team captians. Each team member draws a letter card; the team captain writes the letter on the chalkboard. After each team members' letter has been written, see if letters can be rearranged into the name of an occupation. The team reaching 15 points is the winner. (Note: It will be necessary to make duplications of many letters).

17. Career Hopscotch. Using playground hopscotches, label each square with the name of an occupation (heavy cardboard strips can be used with job names written in magic marker). When the players' markers land in each square he must tell what he knows about each occupation. At the beginning square it will be necessary to change the names as each player begins his turn and as each occupation is used a new one must be used for the next player.

18. Riddle Me This. Prepare riddle cards. Give only one clue about an occupation at a time. (The class can be divided into teams if competitive sport is desired and the numbers of points for winning can be decided by the teacher or class).

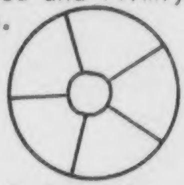
Example: Riddle Me This

I perform a service and wear a white hat.
People come to my place.
My place must be clean at all times.
I work with dishes and pots and pans.

Answer: Chef

19. The Magic Hat Game. Make paper hats. Label each hat with the name of an occupation. Place the hats in a paper sack. Each student draws a hat and pantomines whatever job appears on the hat for the group. Be sure the jobs are those that the students are familiar with or that have already been studied.

20. What's it Can. Use a coffee can or a juice can. Attach material around the top of the can with tape or glue. A piece of felt cut into a circle is good for this. After it is attached and firmly anchored, cut slits from the middle towards the rim.

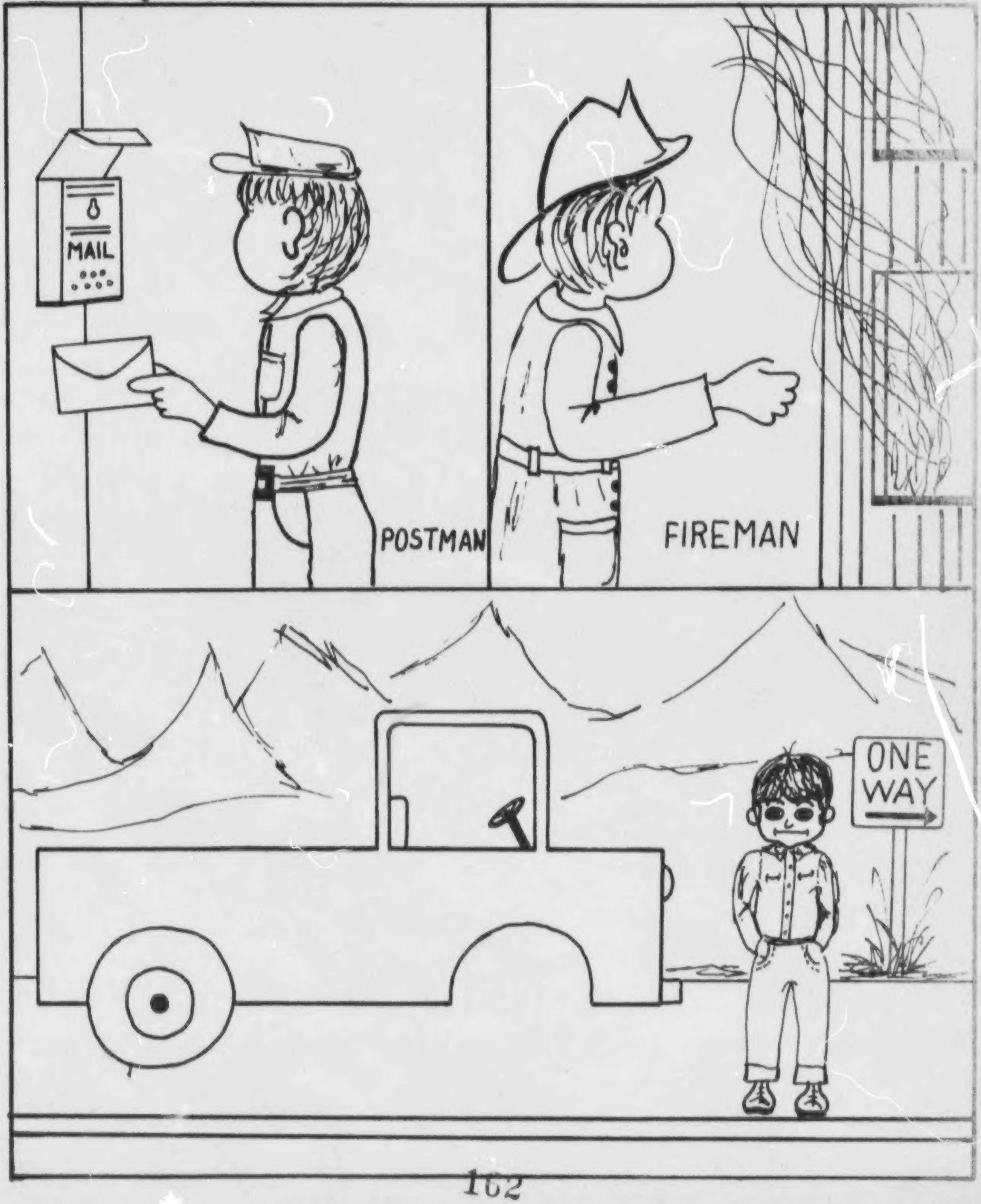


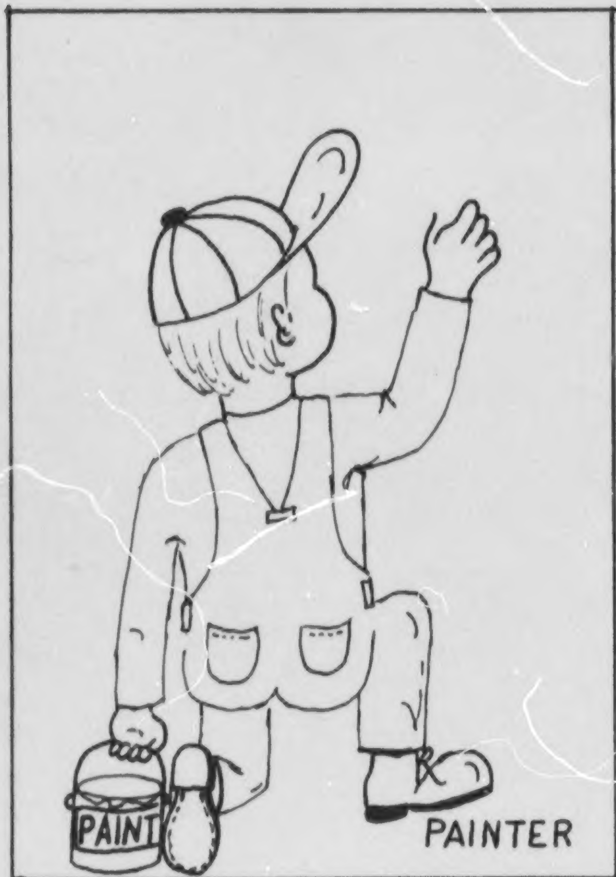
Leave just enough room to allow little hands to reach into the can. Small hand tools can be placed into the can and explored only by touch. Students guess from feeling what's inside the can what worker might use this item.

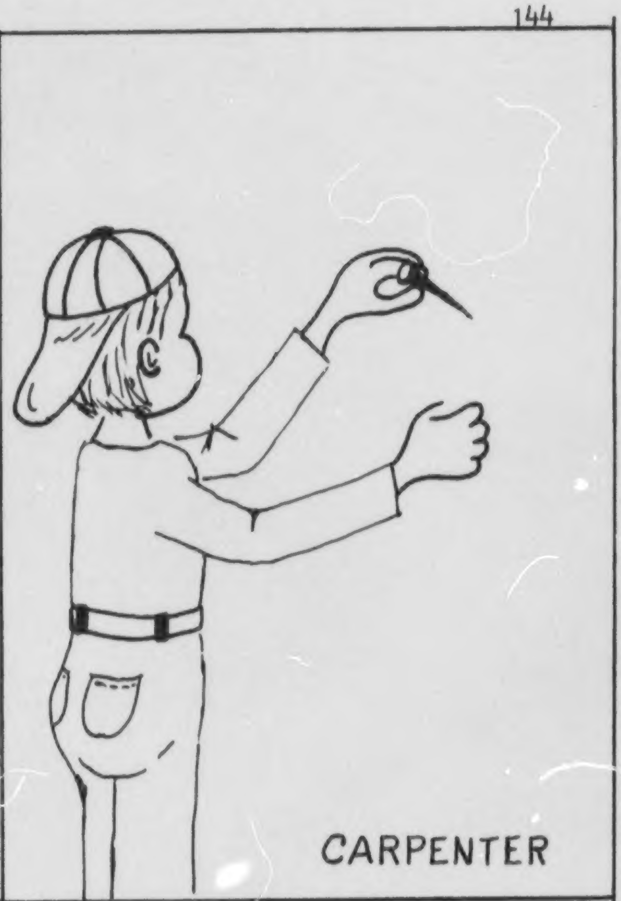
21. Matching Game for Flannel Board. Prepare a drawing on flannel of a worker(s). Make smaller drawings of the tools of the worker's trade. Have the students match the proper tools with the right worker.

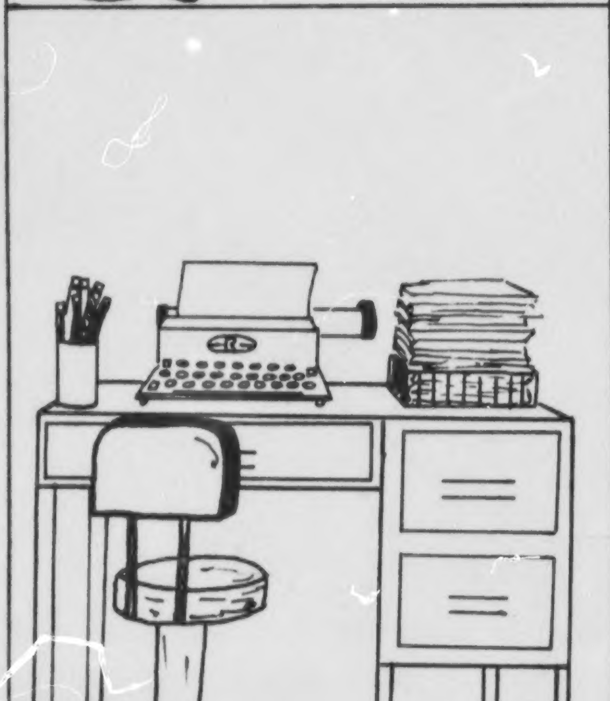
22. Play "Follow the Leader". Instruct the leader to illustrate the actions of a particular worker. All others must do exactly what the leader does. Use very simple job ideas for this game. The first one to guess correctly what the job is becomes the new leader.

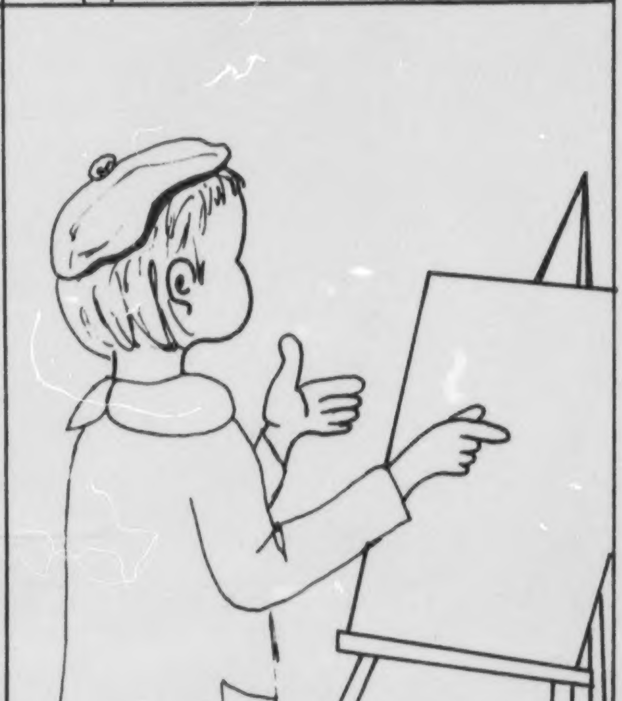
What is missing? Complete the picture so that person can finish his job —


MAIL
POSTMAN
FIREMAN
ONE WAY

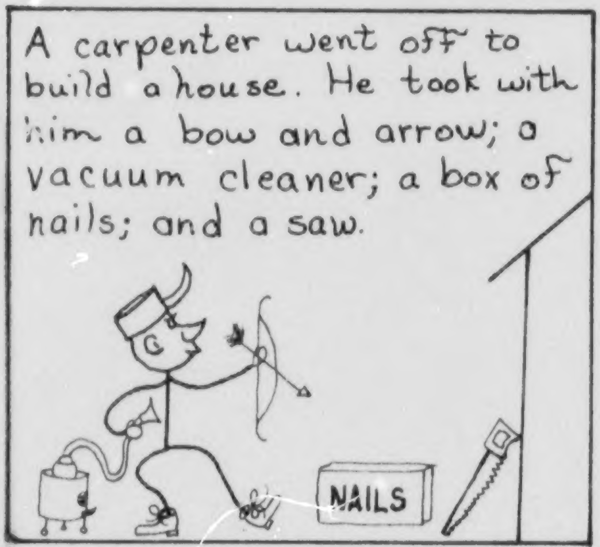

PAINT
PAINTER


CARPENTER

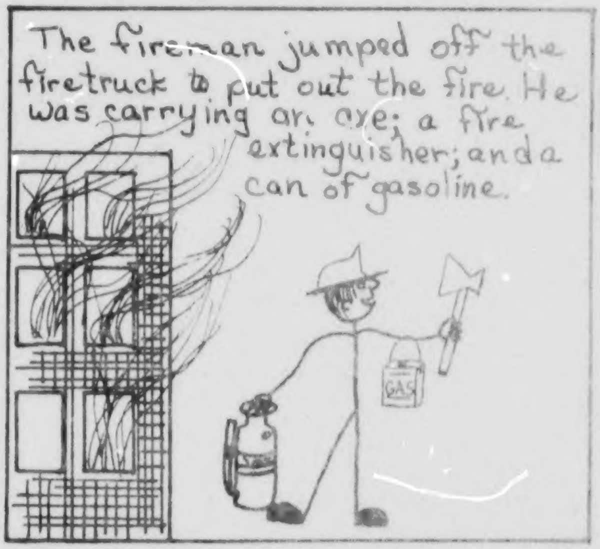



ARTIST

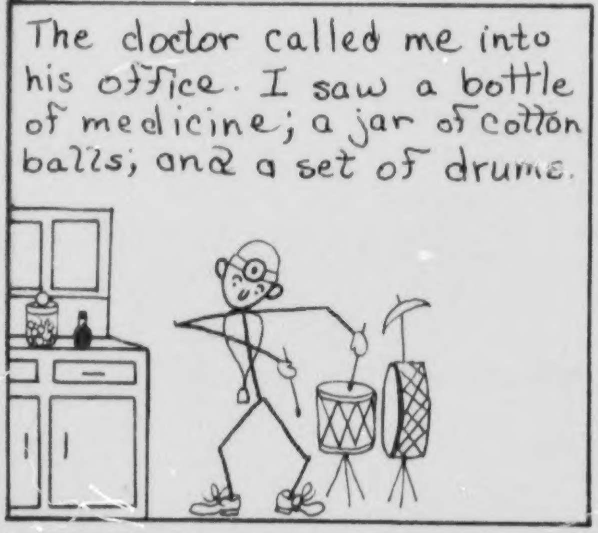
This activity can be used by laminating or covering with transparent contact paper, cutting into separate cards and letting the students underline the mistakes. Let the students make more cards.



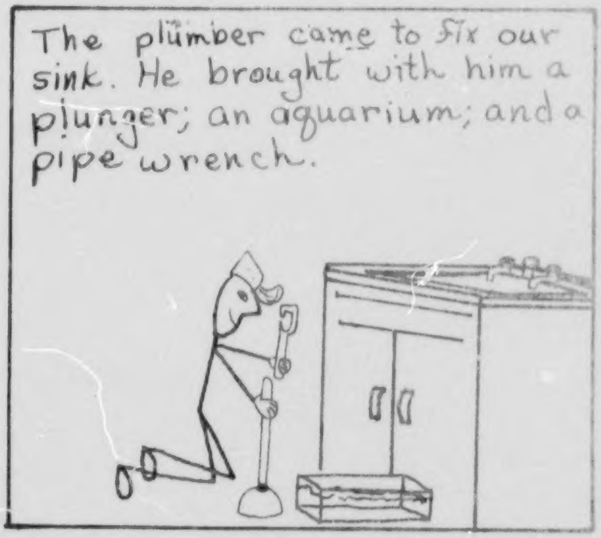
A carpenter went off to build a house. He took with him a bow and arrow; a vacuum cleaner; a box of nails; and a saw.



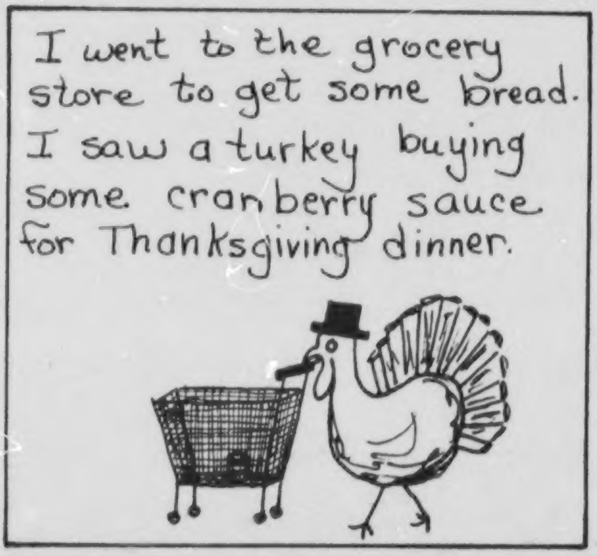
The fireman jumped off the firetruck to put out the fire. He was carrying an axe; a fire extinguisher; and a can of gasoline.



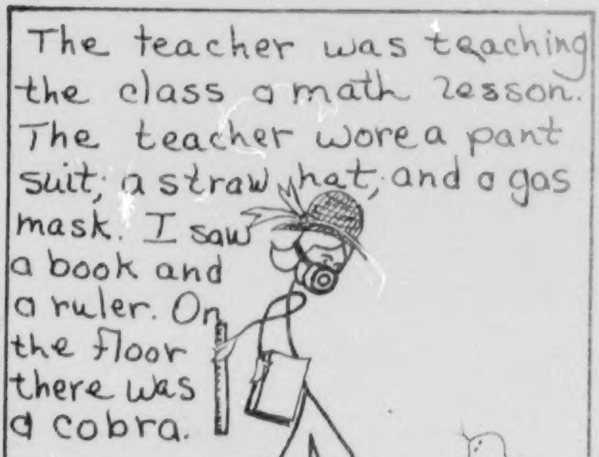
The doctor called me into his office. I saw a bottle of medicine; a jar of cotton balls; and a set of drums.



The plumber came to fix our sink. He brought with him a plunger; an aquarium; and a pipe wrench.

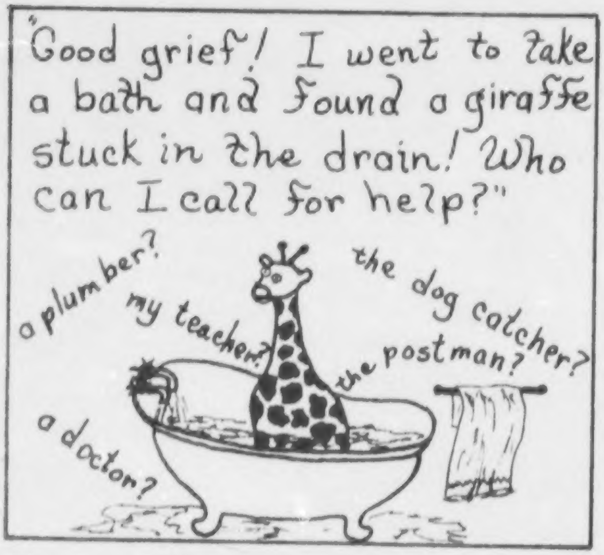


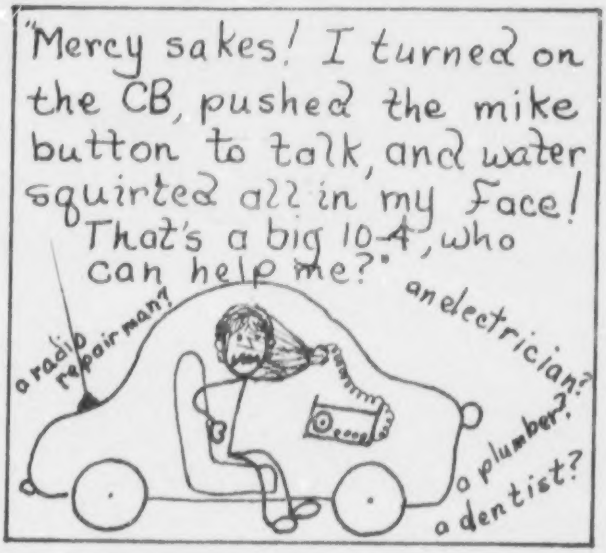
I went to the grocery store to get some bread. I saw a turkey buying some cranberry sauce for Thanksgiving dinner.

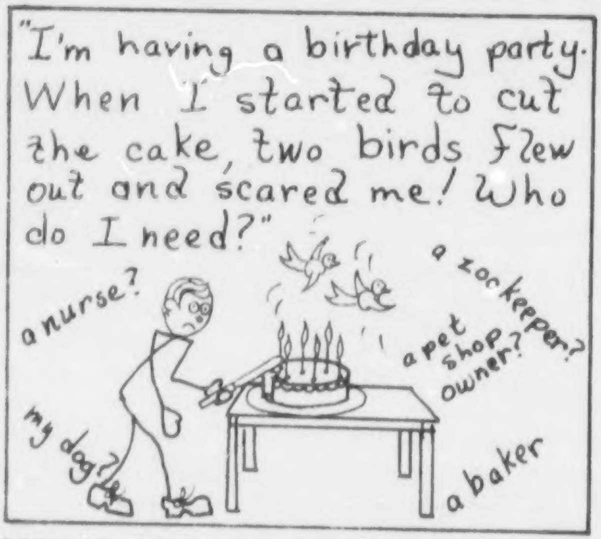


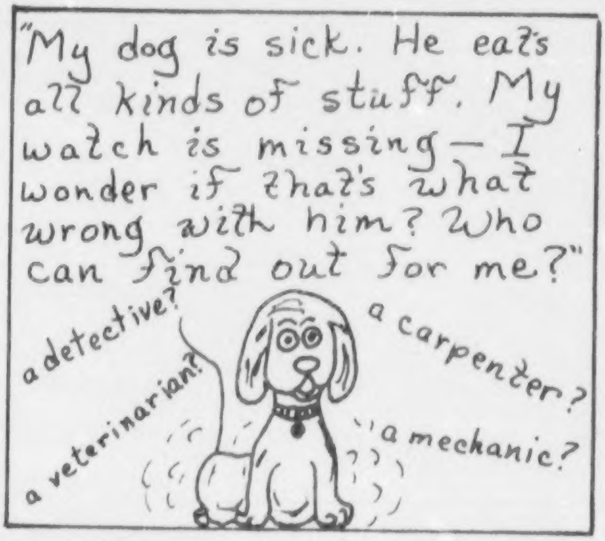
The teacher was teaching the class a math lesson. The teacher wore a pant suit; a straw hat; and a gas mask. I saw a book and a ruler. On the floor there was a cobra.

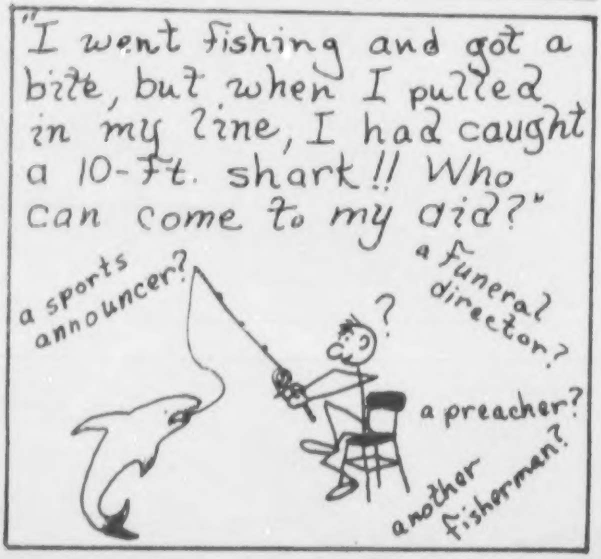
Have the students answer the questions. Perhaps the students could make more cards using their own ideas.

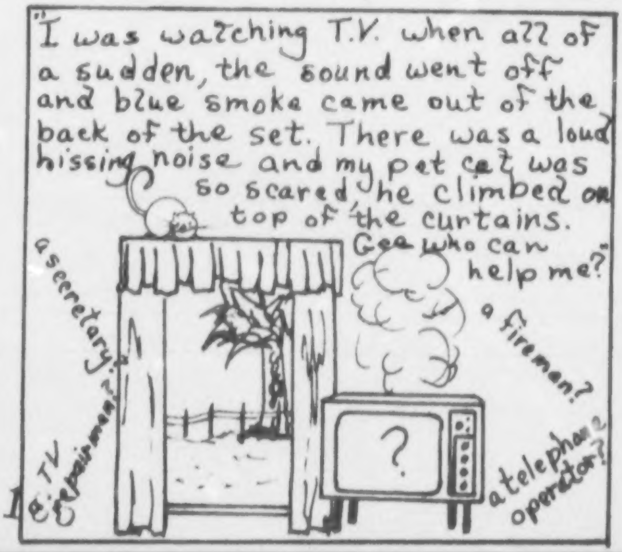

"Good grief! I went to take a bath and found a giraffe stuck in the drain! Who can I call for help?"
a plumber?
my teacher?
the dog catcher?
the postman?
a doctor?


"Mercy sakes! I turned on the CB, pushed the mike button to talk, and water squirted all in my face! That's a big 10-4, who can help me?"
a radio repairman?
an electrician?
a plumber?
a dentist?


"I'm having a birthday party. When I started to cut the cake, two birds flew out and scared me! Who do I need?"
a nurse?
a zookeeper?
a pet shop owner?
my dog?
a baker


"My dog is sick. He eats all kinds of stuff. My watch is missing — I wonder if that's what wrong with him? Who can find out for me?"
a detective?
a carpenter?
a veterinarian?
a mechanic?


"I went fishing and got a bite, but when I pulled in my line, I had caught a 10-ft. shark!! Who can come to my aid?"
a sports announcer?
a funeral director?
?
a preacher?
another fisherman?


"I was watching T.V. when all of a sudden, the sound went off and blue smoke came out of the back of the set. There was a loud hissing noise and my pet cat was so scared, he climbed on top of the curtains. Gee who can help me?"
a secretary?
a fireman?
a TV repairman?
?
a telephone operator?

RESOURCES

WHEN PLANNING YOUR UNIT, DID YOU THINK ABOUT USING THESE RESOURCES?

1. Your State Department of Education
2. Parents
3. Businessmen and businesswomen
4. School administrators and other teachers
5. Films from your school district and the State Department of Education
6. Filmstrips
7. Library books
8. Teaching pictures
9. Magazines
10. Newspapers
11. Chart tablets
12. Roller movies
13. Student inventories
14. Flannel board
15. Field trips
16. Educational games
17. Transparencies and slides

DID YOU THINK ABOUT LETTING THE CHILDREN:

1. Form panel discussions
2. Publish a newspaper about careers that are available in your community
3. Make posters, bulletin boards, games, scrapbooks, films, slides, transparencies
4. Do dramatizations and role playing
5. Interview workers on the job
6. Write job descriptions, papers about what they want to be, or questions that they would like to have answered about the world of work
7. Do library research

RESOURCES

Southwestern Bell Telephone Company

1. How to Use the Telephone
2. Speaking Over Barriers
3. Magic of Speech
4. Telezonia: Communicating by Telephone
5. Come Work With Us In A Telephone Company

FIELD TRIP REPORT

Name____________________ Date______________ Place Visited____________

1. List some of the occupations which you observed:

____________________ ____________________

____________________ ____________________

2. List specific activities in which persons in each of these occupations were engaged:

____________________ ____________________

____________________ ____________________

3. List skills which are required for workers in these occupations:

____________________ ____________________

____________________ ____________________

4. List health and safety hazards that you observed:

____________________ ____________________

____________________ ____________________

5. Which of the jobs or activities observed did you find most interesting?

____________________ ____________________

____________________ ____________________

6. Which of the jobs or activities observed did you find least interesting?

____________________ ____________________

____________________ ____________________

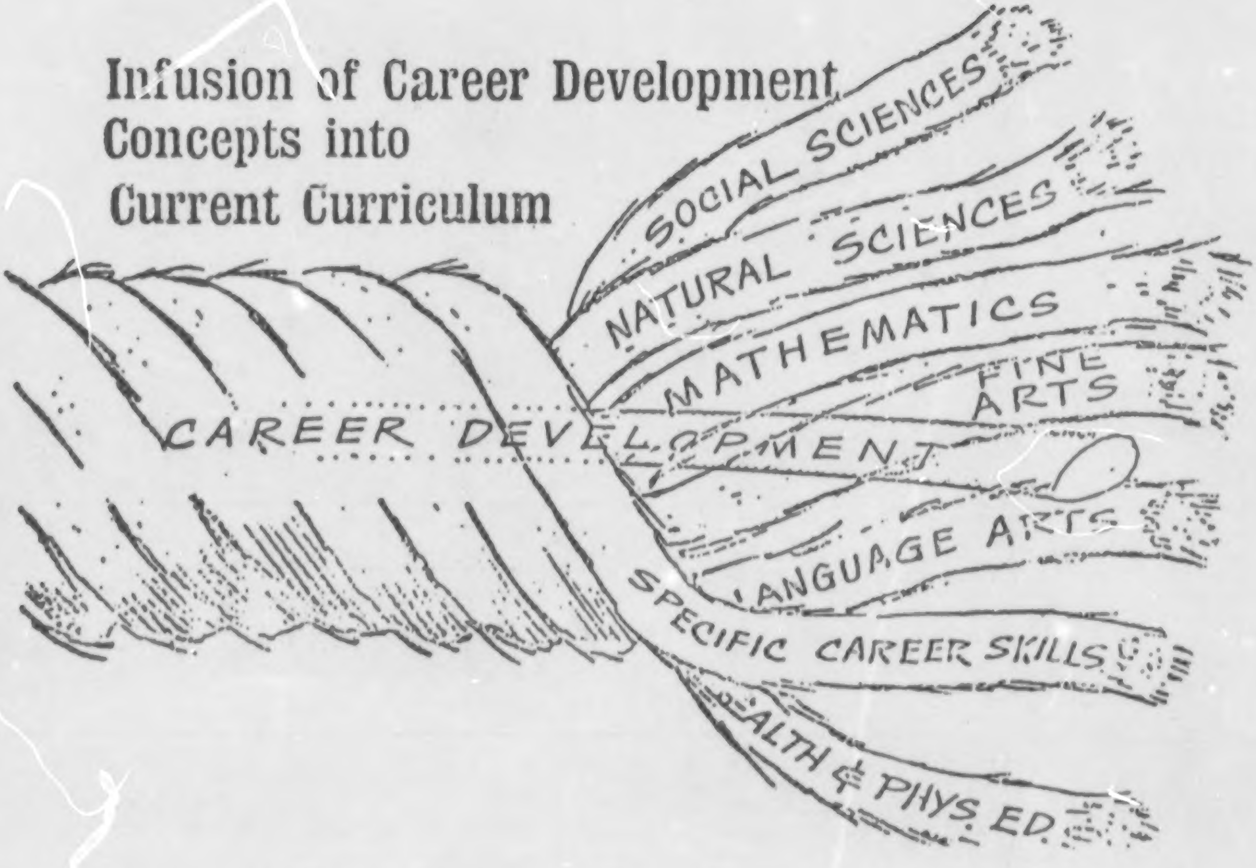
7. Did the workers seem to enjoy their jobs? ______________

____

8. How would you go about applying for a job there? ________

____

Infusion of Career Development Concepts into Current Curriculum


SOCIAL SCIENCES
NATURAL SCIENCES
MATHEMATICS
FINE ARTS
CAREER DEVELOPMENT
LANGUAGE ARTS
SPECIFIC CAREER SKILLS
HEALTH & PHYS. ED.

BEFORE PRESENTATION: *Talk with the teacher who requested your services and;*

1 *Determine what is expected of you, particularly; the date, time, place, and allotted time for your interview.*

2 *Determine the attention span and comprehension level of the students.*

3 *Make the teacher aware of any special needs you may have; i.e. movie projector, tape recorder, etc.*

PREPARING CHILDREN FOR LIFE REQUIRES INVOLVEMENT OF COMMUNITY RESOURCES

DURING: *Use an informal speaking style and include some of the following points;*

1 *Name, job and how long you've been employed and location of business.*

2 *You may stop at this point and open the presentation to questions. Remember the teacher has prepared the students to be good interviewers.*

3 *Describe briefly the activities involved in your work, also working conditions, hours, schedules, holidays, vacations, etc.*

4 *Describe the educational background and special skills you learned or need for your job.*

5 *The student will be interested in YOU: Your feelings about work, lifestyle, etc.*

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME LAST FIRST MIDDLE AGE SEX

PRESENT ADDRESS STREET CITY STATE

PERMANENT ADDRESS STREET CITY STATE

PHONE NO. OWN HOME RENT BOARD

DATE OF BIRTH HEIGHT WEIGHT COLOR OF HAIR COLOR OF EYES

MARRIED SINGLE WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

(646) - FRONT

(CONTINUED ON OTHER SIDE)

323

APPLICATION FOR EMPLOYMENT

STUDY PRINTS AND POSTERS

1. LEARNING AND USING MONEY
   David C. Cook Publishing Co.
   20 teaching pictures-instructional guide

2. LEARNING ABOUT CAREERS
   David C. Cook
   20 posters-instructional guide

3. WHEN YOU GROW UP
   Counselor Films, Inc.
   15 posters for elementary career awareness

4. LEARNING ABOUT VALUES
   David C. Cook
   16 teaching pictures-instructional guide

5. MY COMMUNITY
   David C. Cook
   12 teaching pictures-individual resource sheets

6. HOME AND COMMUNITY HELPERS
   David C. Cook
   12 teaching pictures-individual resource sheets

7. COMMUNITY HELPERS
   Singer
   Each set contains 8 pictures

   Police Department Helpers: Administering First Aid, Roll Call, Target Practice, Squad Car Officers, Traffic Control Officers, Crossing Guard & Patrol Boy, Police Canine Patrol, Crime Laboratory in Operation.

   Fire Department Helpers: Truck Company, Engine Company, Firemen with Equipment, Rope Drill, Answering a Call, Sleeping Quarters, Fighting the Fire, Fire Safety Instruction.

   Postal Helpers: Serving Customers, Mailbox Pickup, Canceling Stamps, Sorting Mail, Delivering Mail, Loading Relay Trucks, Highway Post Office Truck, Loading Mail at Airport.

   Supermarket Helpers: Stocking Shelves, Packaging Produce, Serving Produce, Customer, Store Dairy Manager, Preparing Meat, Customer Service, Checking Out an Order, Unloading Products.

Dairy Helpers: Farm Boy at Work, Using Milk Equipment, Checking Milkhouse, Milk Tank Truck, Milk Processing, Milk Bottling, Warehouseman Loading Truck, Home Delivery Milkman.

Hospital Helpers: Surgical Group Operating, Ambulance Helpers, Reception Desk Helpers, Doctor Examining Patient, Preparing Patient for X-Ray, Nurse and Aide, Dietitians, Check Food Trays, Physical Therapist.

8. URBAN LIFE
Singer
Each set contains 8 pictures

A Family at Work and Play
School Friends and Helpers
Neighborhood Friends and Helpers
Keeping the City Clean and Beautiful

FILMS

Arkansas Department of Education
Audio Visual-Film Library
Little Rock, AR 72201

1. EVERYDAY COURTESY b/w #0475
2. THE LITTERBUG color 10 min. #1466
3. MANNERS IN PUBLIC color 11 min. #1563
4. NEIGHBORHOODS ARE DIFFERENT color 11 min. #1467
5. SHY GUY b/w 14 min. #0107
6. MAKING THE MOST OF SCHOOL b/w 11 min. #0455
7. DON"T GET ANGRY b/w 12 min. #5433
8. EVERYONE HELPS IN A COMMUNITY color 14 min. #5965
9. OUR COMMUNITY color 12 min. #1171
10. ARE MANNERS IMPORTANT? b/w 11 min. #1290
11. BEGINNING RESPONSIBILITY. TAKING CARE OF THINGS b/w 11 min. #1084
12. CITY BUS DRIVER color 11 min. #1440
13. THE CITY color 12 min. #5766
14. THE FARMER b/w 15 min. #5465
15. HELPERS IN OUR COMMUNITY color 11 min. #1462
16. THE NURSE b/w 11 min. #6108
17. THE POLICEMAN color 16 min. #6108
18. YOURS, MINE AND OURS color 8 min. #1751
19. DANGEROUS TO YOUR HEALTH color 8 minl #1751
20. DIVISION OF LABOR color 10 min. #1748
21. FEELINGS: DON'T STAY MAD color 14 min. #6679
22. TRADE color 9 min. #1746
23. WHAT SHALL I BE? color 7 min. #1740
24. GROWING UP ON THE FARM TODAY color 16 min. #6615
25. LEARNING TO USE MONEY color 10 min. #1734
26. THE MOST IMPORTANT PERSON SERIES: 4 min. Posters, Song Card, Record

    1. Attitudes #6607
    2. Feelings #6607
    3. Getting Along With Others #6611
    4. Identity #6614

27. DAIRY-FARM TO DOOR color 11 min. #1694
28. JOBS IN THE CITY--MANUFACTURING color 11 min. #1696
29. A LOOK AT YOU color 13 min. #1671
30. WHY PEOPLE HAVE SPECIAL JOBS color 7 min. #1679

KITS AND GAMES

Career Awareness Series:

1. REAL PEOPLE AT WORK
   Changing Times Education Service, Inc.
   Contents: 5 records, 30 bulletin board materials, 30 activity sheets, 8 spirit master, teacher's guide.

2. WORKING PEOPLE GAMES
   New Dimensions in Education Inc.
   Contents: 30 job cards, 15 pictures, 30 manipulatives, teacher's guide.

Career Kits For Kids Series:

1. BARNEY THE BAKER
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, 3 duplicating masters, baker's hat, teacher's guide.

2. FREDDY THE FIREMAN
   Encyclopedia Britannica Education Corp.
   Contents: filmstrip, record, 3 duplicating masters, fireman's hat, teacher's guide.

3. LARRY THE LETTER CARRIER
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, poster, 3 duplicating masters, worker's hat, teacher's guide.

4. MAXI THE TAXI DRIVER
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, 2 posters, taxi driver's hat, teacher's guide.

5. NELLIE THE NURSE
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, poster, 3 duplicating masters, hat, teacher's guide.

6. RUSTY THE CONSTRUCTION WORKER
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, poster, 3 duplicating masters, hat, teacher's guide.

COMPULEARN CAREER EDUCATION PROGRAM
Random House, Inc.
Contents: student guide, battery operated console, 142 compulearn program cards, bibliography guide, instructional guide.

LEARNER EARLY CAREER BOOKS
Ray, Dean, Benson, Davis
Lerner Publications Co.
Contents: 24 student textbook, 12 sets of 12 study prints, 12 teaching guides hardcover.

DUSO KIT D-2
American Guidance Service, Inc.
Contents: 6 discussion guide cards, 8 self and social development cards, 8 puppets, 33 puppet activity cards, 33 role-playing activity cards, 33 discussion pictures, 33 career awareness cards, 17 records or 5 audio cassettes, instructional guide.

Our Working World Series:

1. FAMILIES
   Science Research Associates, Inc.
   Contents: 5 audio cassettes, student test, student problems book, teacher's problem book, script booklet, teacher's guide.

2. NEIGHBORHOODS
   Science Research Associates Inc.
   Contents: 5 audio cassettes, student textbook, student's problems book, teacher's problems book, script booklet, teacher's guide.

3. CITIES
   Science Research Associates Inc.
   Contents: 12 filmstrips, 6 audio cassettes, student textbook, student problems book, teacher problems book, script booklet, teacher's guide.

FOCUS OF SELF DEVELOPMENT KIT, STAGE 1-AWARENESS
Chicago: Science Research Associates, Inc., 259 Erie Street, IL 60611
Western Office: 165 University Ave., Room 201, Palo Alto, CA 94301
Contents: 5 36-frames filmstrips with four 10" 33 1/3 RPM story records, twenty 17 x 22" photographs, easel, and pupil activity book titled "Here I Am."

FOCUS OF SELF DEVELOPMENT KIT, STAGE 2-RESPONDING
Chicago: Science Research Associates, Inc., 259 Erie Street, IL 60611.
Western Office: 165 University Ave., Room 201, Palo Alto, CA 94301
Designed for grades 2-4,
Contents: 6 36-frame full color filmstrips with 4 12" 33 1/3 RPM story records, twenty 17 x 22" photographs, easel, and pupil activity booklet titled "The Me I Know."

CASSETTES

1. ALL ABOARD, LET'S GO
   Troll Associates 10 Cassettes
   Contents: Visiting a: Farmer, Dairy, Airport, Weather Station, Space Center, Television Station, Computer Center, Steel Mill, Skyscraper, Museum.

2. LET'S IMAGINE GOING PLACES
   Troll Associates 10 Cassettes
   Contents: Getting to know the: Library, Hospital, Fire Station, Supermarket, Sanitation Department, Police Station, Post Office, Bakery, School, Bank.

3. KNOWING OUR COMMUNITY HELPERS
   Singer 6 Records or Cassettes
   Contents: Grandpa Wiseman tells us about community helpers; Mr. Sparks is the man who works with lightning rods; Miss Wire, telephone operator, brings people together from all over the world; Learning about the farm from Mr. Fields; Miss Coyne keeps our money safe; Visiting Mr. Bloom at his greenhouse is fun; Mr. Orr tells us about making steel; We visit Judge Justice's courtroom and Mr. Case, the attorney; Mr. Printz brings us the news; Mr. Puller runs a train; and 14 others.

4. ELEMENTARY CAREER AWARENESS: AN INTRODUCTION TO CAREER CLUSTERS
   Singer 4 Cassettes
   Contents: Introduction: What's a Career?
   - Health Careers: Stanley Talks Heart to Heart
   - Environment Careers: Bud gets Recycled
   - Manufacturing Careers: Polly Comes to Lunch
   - Transportation Careers: Mr. Fred Tells It Like It Was
   - Communications & Media: Percy Gives a Message
   - Construction Careers: Billy Gives a Hard Head a Hard Hat
   - Marketing & Distribution Careers: Ollie Gets Poked, Purchased and Almost Peeled
   - Agri-Business & Natural Resources Careers: Emily Lays an Egg
   - Marine Science Careers: Oki Takes a Ride
   - Public Service Careers: Daniel Gets Down to the Burning Issue
   - Personal Service Careers: Telly Turns the Channel
   - Hospitality & Recreation Careers: Ruth Does the Hula
   - Fine Arts & Humanities Careers: Connie Sings It One More Time
   - Consumer & Home Making Carrers: Dolly Meets the Real Dummy
   - Business & Office Careers: Cyclone Blows a Fuse

FILMSTRIPS

1. FURTHERING VALUES
Eye Gate House
6 FS, 3 CA
Contents: Tattle-Tale
Promises to Keep
I Found It--It's Mine
Let's Be Friends
What is Cheating?
It Doesn't Matter--We'll Buy Another One

2. SOMEONE SPECIAL...ME
Singer
6 FS, 6 CA
Contents: Who Am I?
Lonely, Mixed-up Or Happy
We Need Each Other
Why Return the Money
I'll Never Stop Trying
A Lady Firemen?

3. GETTING TO KNOW ME
Singer
4 FS, 2 CA
Contents: People Are Like Rainbows
A Boat Named George
Listen Jimmy!
Strike Three! You'ra In!

4. LEARNING ABOUT ME
Singer
5 FS, 5 CA
Contents: Different Shape
First Step
I'm New Here
Borrowed Friendship
I'm the Boss

5. LEARNING TO LIVE WITH OTHERS (Group 1)
Singer
4 FS, 2 CA
Contents: Learning to be Your Best Self
Learning About Listening
Learning What Giving is All About
Learning to be Responsible

6. THE ADVENTURES OF THE LOLLIPOP DRAGON
6 FS, 3 CA
Contents: How the Lollipop Dragon Got His Name
Working Together
Avoiding Litter
Care of Property
Taking Turns
Kindness to Animals

7. LIVING WITH YOUR FAMILY
Singer
4 FS, 2 CA
Contents: What is a Family
The Family Has A New Baby
A Day With Your Family
Family Fun

8. RULES WE LIVE BY
Singer
4 FS, 4 CA
Contents: Bees, Bees, You and Me
Poppy Learns the Rules
Follow the Leader
Flowers, Highways, and You

9. WORLD OF WORK ADVENTURES OF THE LOLLIPOP DRAGON
Singer
6 FS, 3 Records, or 3 CA
Contents: The Workers of Tumtum
The Lollipop Factory
Building a New Clubhouse
Trading Jobs in Tumtum
Making Dragon Cookies
Changing World of Work in Tumtum

10. TARGO EXPLORES THE WORLD OF WORK
6 FS, 3 CA
Contents: Targo the Job Explorer
Who's Cooking, Targo
Tale of a Nail
Where's the Ice Cream?
Pride of the slippery Fish
Who's Got the Roller Coaster?

11. CAREER AWARENESS: A PRIMARY INTRODUCTION TO CAREER EDUCATION
    5 FS, 5 Records, or 5 CA
    Contents: I Have a Body
    I Have a Brain
    The Work People Do
    I Can Do Things
    I Can Make Choices

12. JOBS AT HOME AND AT SCHOOL
    Cornet
    6 FS, 6 CA
    Contents: What's in Your House?
    Who Comes to Your House?
    Pipes, Poles and Wires
    What's in Your School?
    Who Comes to Your School?
    Teacher's Helpers You Don't See

13. JOBS AND THE COMMUNITY
    Cornet
    6 FS, 6 CA
    Contents: You Just Passed Somebody
    Gee, You're Healthy
    Stores Along the Street
    The Grocery Bag
    Going Out to Eat
    Having Fun

14. JOBS AND THINGS
    Cornet
    6 FS, 6 CA
    Contents: Making Things
    Building Things
    Pretty Things
    Tools-Whose?
    Moving Money

15. JOBS AND PEOPLE
    Cornet
    6 FS, 6 CA
    Contents: Look, Look, Look
    The Boss
    You're Your Own Boss
    Who's On the Move
    How Come Things Cost Money?
    Making a Sale

16. JOBS AND SERVICES
Cornet
6 FS, 6 CA
Contents: Making Our Laws Work
People Who Work for You
The Chimney Smoke
Do You Get the Message?
Some Things on the Highway
Get the News

17. CLASSROOM JOURNEYS
Troll Associates
6 FS, 3 Records, or 1 CA
Contents: A Trip to a Fire Station
A Trip to a Police Station
A Trip to a Sewage Treatment Plant
A Trip to an Electrical Power Plant
A Trip to an Airport
A Trip to a Court

18. COMMUNITY HELPERS
Troll Associates
8 FS, 6 CA
Contents: A Visit to the Library
Oldest in the Class: My Teacher
Hook and Ladder: The Fire Department Story
Men in Blue: Policemen in Action
Special Delivery: Story of Our Post Office
How to Read a Newspaper
What a Doctor Sees When He Looks at You
Taking a Trip with a Book

19. WHAT DO PEOPLE DO?
Troll Associates
12 FS, 6 CA
Contents: My Mother runs a Machine
My Father's a Mechanic
My Father's an Electrician
My Father's a Teacher
Mother Works in an Office
My Father's a Salesman
My Father's an Architect
My Mother's a Homemaker
My Father's a Veterinarian
My Mother's an Artist
My Father Works in an Office
My Mother Is in Advertising

20. WHERE PEOPLE WORK
Troll Associates
4 FS, 2 CA
Contents: What is a Factory?
What is an Office?
What is a Bank?
What is a Store?

21. WORKING WITH ANIMALS
Troll Associates
6 FS, 6 CA
Contents: Animal Careers for You
Canine Control Officer-Kennel Worker
Pet Shop Worker--Dog Groomer
Veterinarians and Aides--Zoo Helpers
Park Naturalist--Conservation Officer
Humane Educator--Obediance Trainer

22. COMMUNITY WORKERS AND HELPERS
Singer
4 FS, 2 Records, or 2 CA
Group 1
Contents: School Workers
Library Workers
Supermarket Workers
Doctor's Office Workers

Group 2
Contents: Department Store Workers
Hospital Workers
Fire Department Workers
Television Workers

Group 3
Contents: Transportation Workers
Recreation Workers
People Who Work With Animals
People Who Make Things

SUGGESTED READING FOR STUDENTS

AUTHOR	TITLE	PUBLISHER
Adams, Florence	MUSHY EGGS	Putnam
Adamson, Jean and Gareth	FAMILY TREE	Whitman
Alexander, Martha	NOBODY ASKED ME IF I WANTED A BABY SISTER	Dial
Andre, Evelyn	THINGS WE LIKE TO DO	Abingdon Press
Anglund, Joan	LOVE IS A SPECIAL WAY OF FEELING	Harcourt
Anglund, Joan	FRIEND IS SOMEONE WHO LIKES YOU	Harcourt
Aruego, Jose	LOOK WHAT I CAN DO	Scribner
Asch, Frank	GEORGE'S STORE	McGraw
Baker, Eugene	I WANT TO BE A BANK TELLER	Childrens Press
	I WANT TO BE A BASKETBALL PLAYER	
	I WANT TO BE A BEAUTY OPERATOR	
	I WANT TO BE A COMPUTER OPERATOR	
	I WANT TO BE A FOOTBALL PLAYER	
	I WANT TO BE A FORESTER	
	I WANT TO BE A HOCKEY PLAYER	
	I WANT TO BE A JEWELER	
	I WANT TO BE A LAWYER	
	I WANT TO BE A PRINTER	
	I WANT TO BE A SALES CLERK	
	I WANT TO BE A SECRETARY	
	I WANT TO BE A SERVICE STATION ATTENDENT	
	I WANT TO BE A SWIMMER	
	I WANT TO BE A TAXI DRIVER	
	I WANT TO BE A TELEPHONE OPERATOR	
	I WANT TO BE A TENNIS PLAYER	
	I WANT TO BE A WAITRESS	
	I WANT TO BE A WEATHERMAN	
	I WANT TO BE AN ARCHITECT	
Baldwin, Anne Norris	SUNFLOWERS FOR TINA	Four Winds Press
Barkin, Carol and James	ELIZABETH, ARE WE STILL BEST FRIENDS	Childrens Press
Beim, Jerrold	SHOESHINE BOY	Morrow
Beim, Jerrold	SMALLEST BOY IN THE CLASS	Morrow
Berger, Terry	I HAVE FEELINGS	Crowell
Burton, Virginia	MIKE MULLIGAN AND HIS STEAM SHOVEL	Hughton
Cohen, Miriam	WILL I HAVE A FRIEND?	Macmillan
Conta, Marcia	FEELINGS BETWEEN FRIENDS	Childrens Press
Credle, Ellis	DOWN, DOWN THE MOUNTAIN	Nelson
Hutchins, Pat	TOM AND SAM	Macmillan
Jaynes, Ruth	FRIENDS! FRIENDS! FRIENDS!	Bowmar
Lenski, Lois	PAPA SMALL	Walck
Marino, Dorothy	WHERE ARE THE MOTHERS	Lippincott
Mathis, Sharon	RAY CHARLES	Crowell

AUTHOR	TITLE	PUBLISHER
Oleson, Claire	FOR PEPITA-AN ORANGE TREE	Doubleday
Radlauer, Ruth	FATHER IS BIG	Bowmar
Tamburine, Jean	HOW NOW BROWN COW	Abingdon Press
Udry, Janice	LET'S BE ENEMIES	Harper
Vogel, Ilse-Margaret	HELLO HENRY	Parents Magazine Press
Wilson, Christopher	HOBNOB	Viking
Witty, Paul Dr.	FREEDOM AND OUR U.S. FAMILY	Childrens Press
Zolotow, Charlotte	NEW FRIEND	Abelard-Schuman
Zolotow, Charlotte	QUARRELING BOOK	Harper-Row

BIBLIOGRAPHY

A Digest of Resource Activities for Career Education, James Dasher, State Department of Education, Little Rock, Arkansas, 1973.

Career Investigation Middle Schools, Texas Education Agency, Austin, Texas, 1973.

Oklahoma Affective Education Resource Guide

Elementary Resource Guide, Harry Hoffman, Colorado State University, Fort Collins, Colorado.

Career Education Curriculum Guide, Indiana State Department of Public Instruction, 1973.

Epic Career Education Set, Volume 2, EPI Institute, New York.

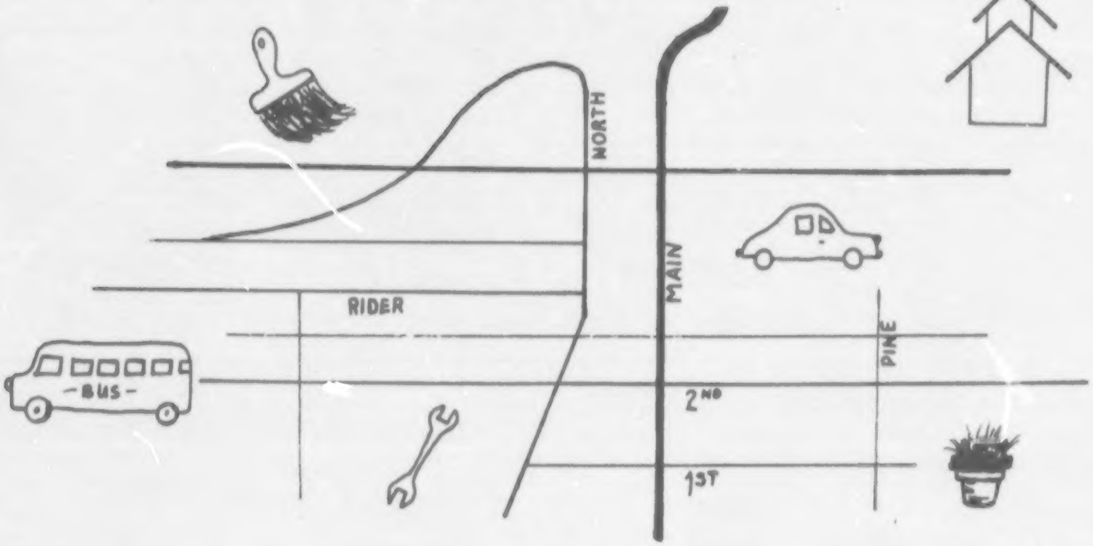
Arkansas Department of Education, Audio Visual Film Library, Little Rock, Arkansas.

Career Guidance Handbook, Alab[illegible] State Department of Education, Montgomery, Alabama

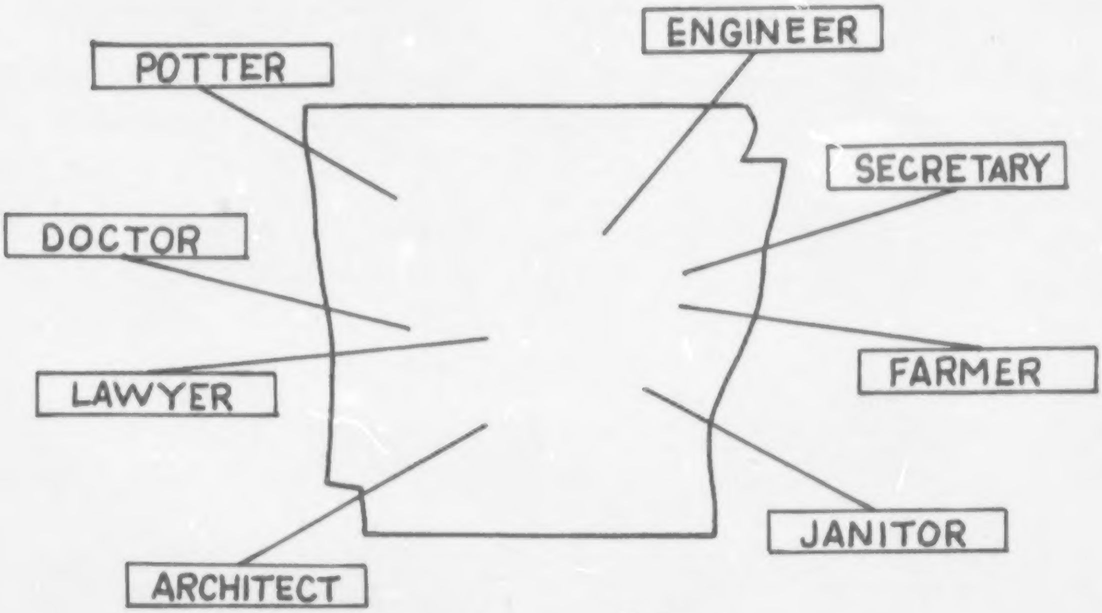
Career Education Concepts and Bulletin Board Ideas, State Department of Education, Little Rock, Arkansas.

Project Headstart Daily Program II, Bettye M. Caldwell, Ph.D, Office of Economic Opportunity, GPO: 1968 0-324-239, Washington D.C.

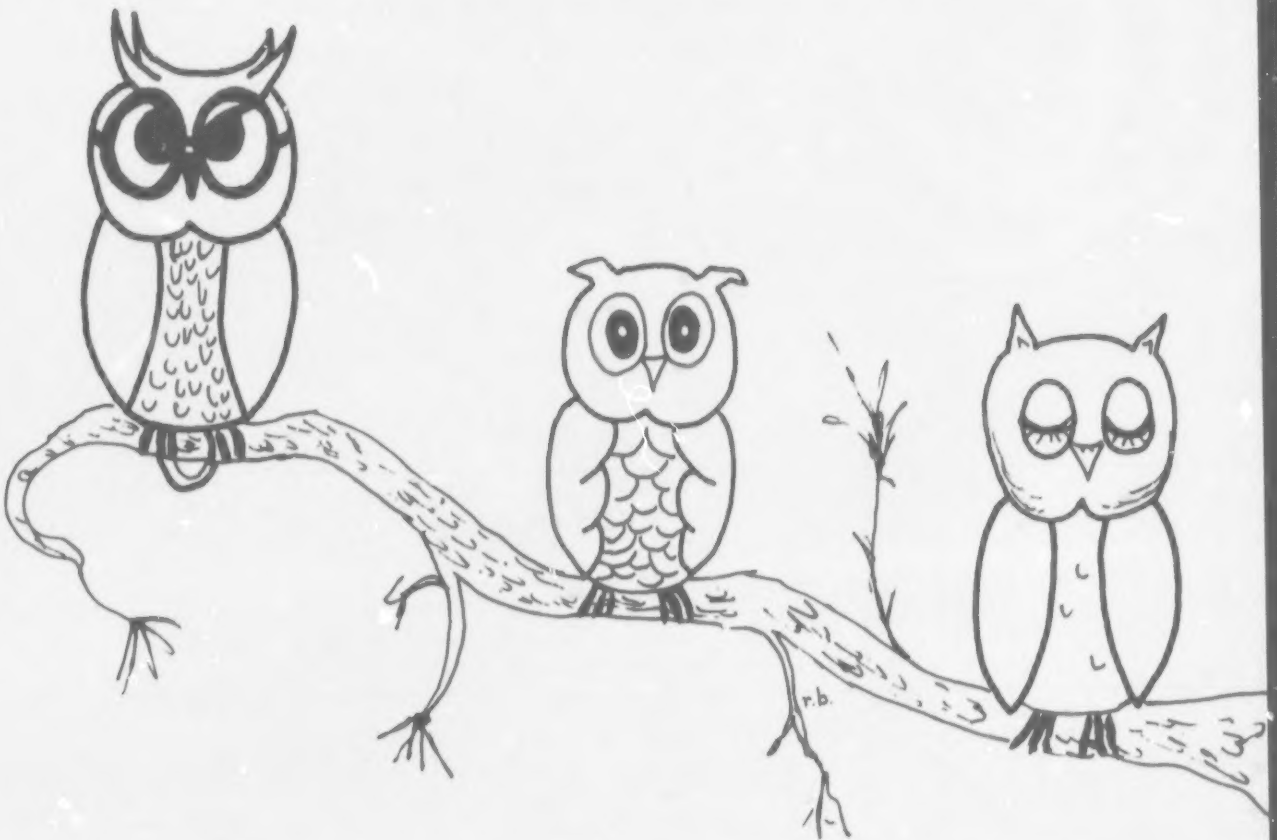
OCCUPATIONS AROUND (YOUR TOWN)


NORTH
MAIN
RIDER
PINE
2ND
1ST
-BUS-

CAREERS IN ARKANSAS

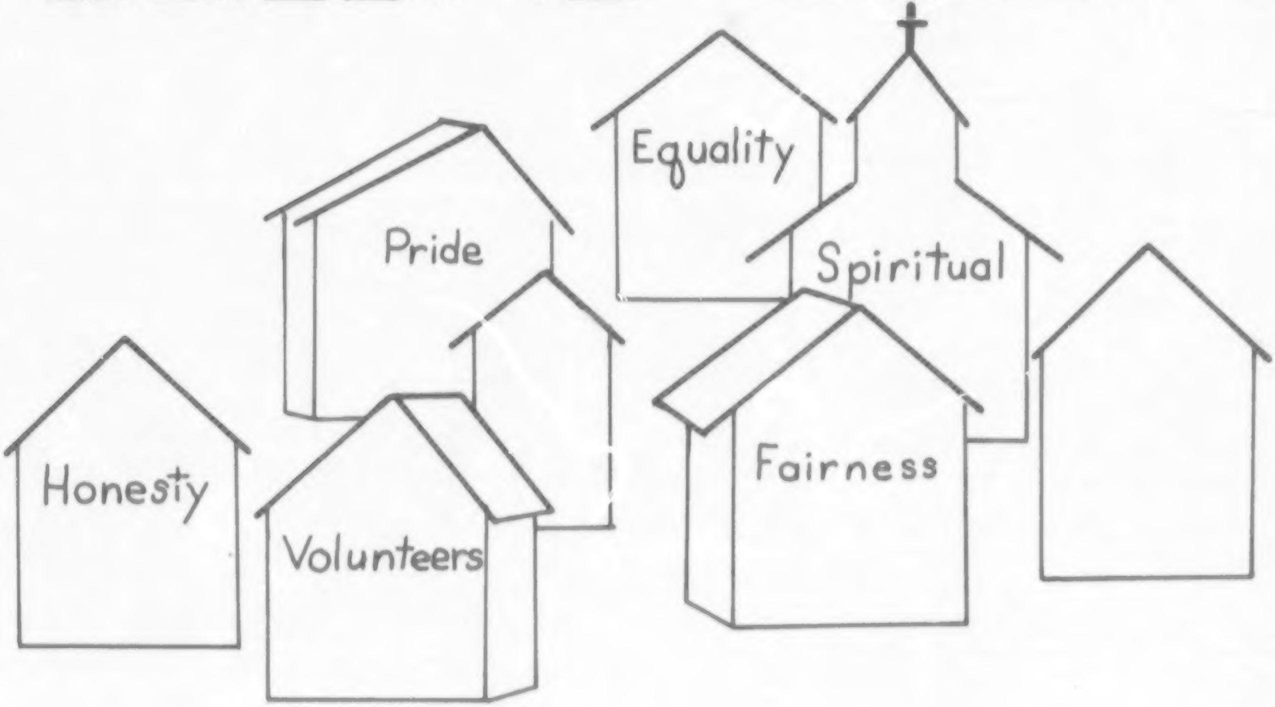

POTTER
ENGINEER
SECRETARY
DOCTOR
LAWYER
FARMER
JANITOR
ARCHITECT

DIVIDE YOUR TIME WISELY FOR A HAPPY FUTURE

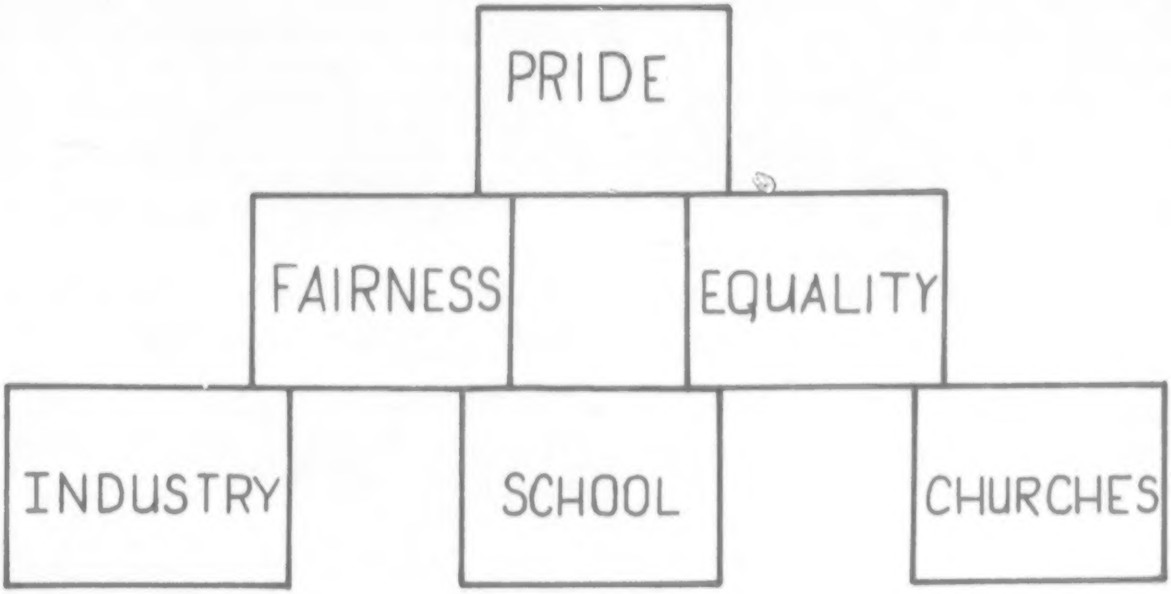

STUDY
PLAY
SLEEP

Adapting to New Situations is Essential for Good Team Work.

BUILDING BLOCKS


Equality
Pride
Spiritual
Honesty
Fairness
Volunteers

OF OUR COMMUNITY

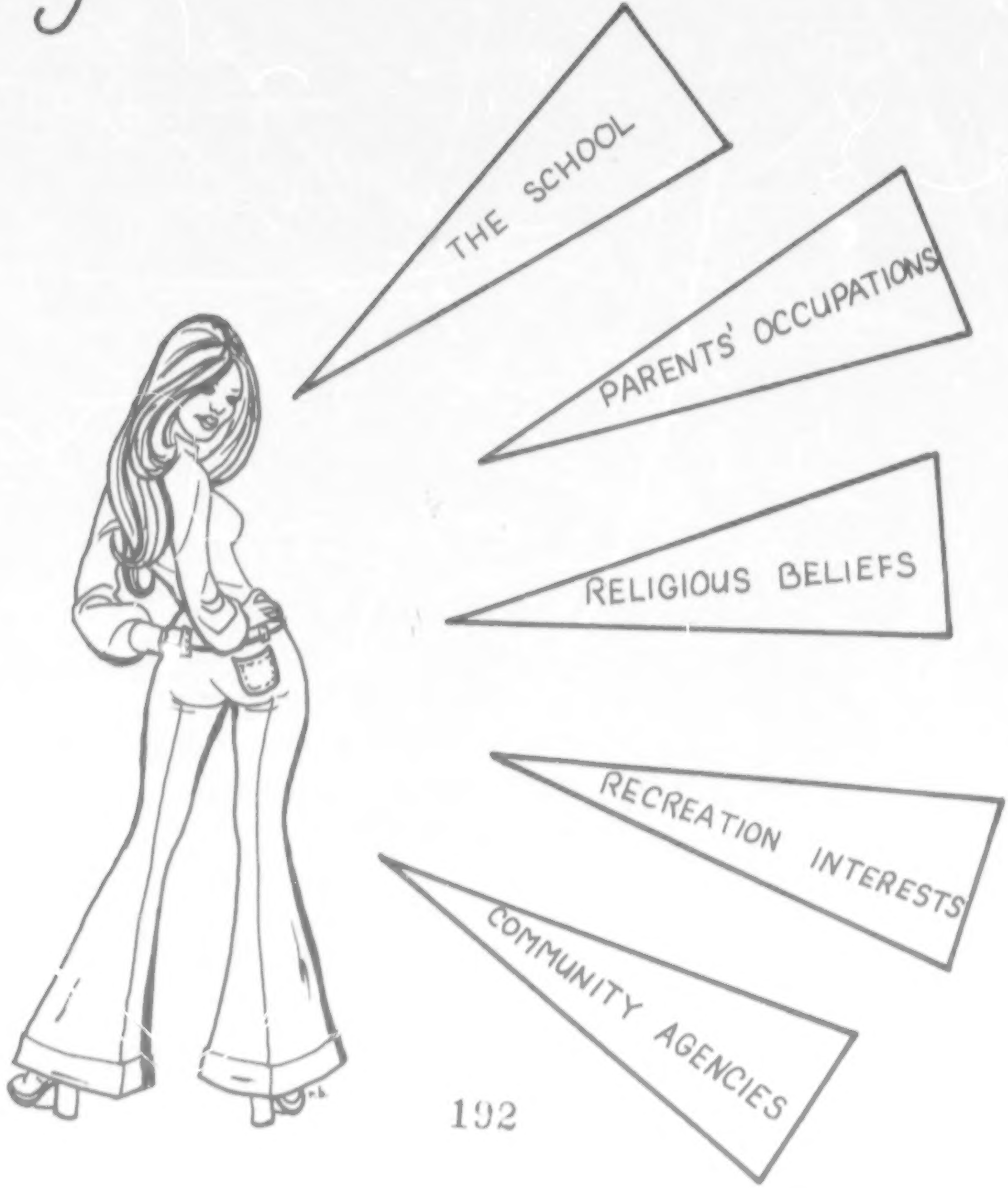

PRIDE
FAIRNESS
EQUALITY
INDUSTRY
SCHOOL
CHURCHES

One Player Does Not Make A Team.

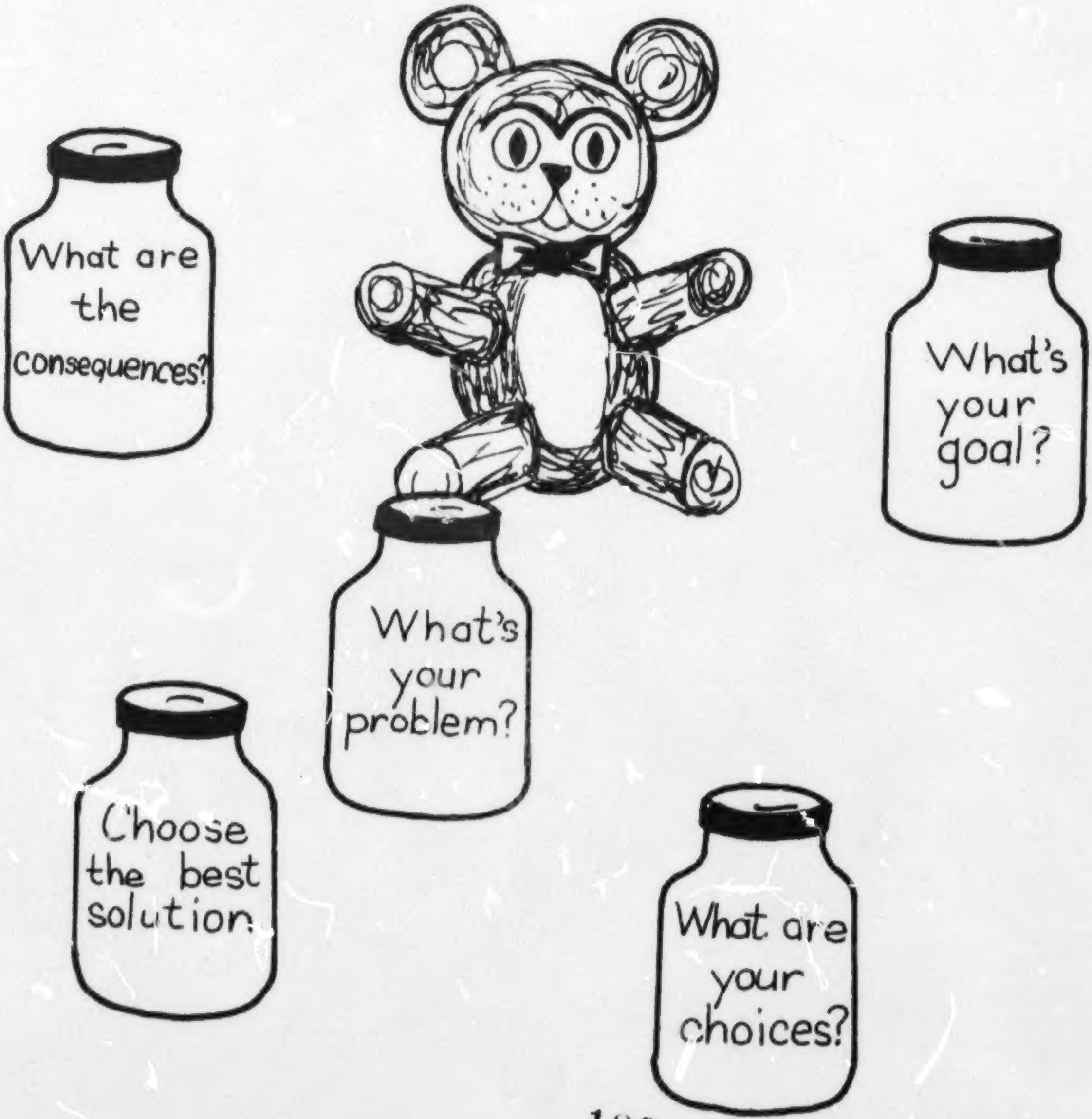
Cooperation With Others Gets The Job Done!

RIGHT ON!

Each Person Is Affected By Various Influences


THE SCHOOL
PARENTS' OCCUPATIONS
RELIGIOUS BELIEFS
RECREATION INTERESTS
COMMUNITY AGENCIES

Do You Need Help To Make Your Decisions?


What are the consequences?
What's your goal?
What's your problem?
Choose the best solution.
What are your choices?

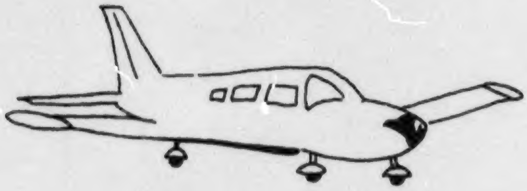
CAN YOU SEE

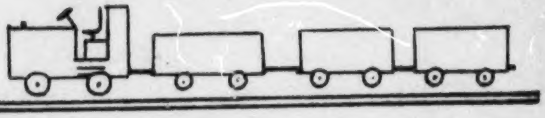
The Kind Of Adult You Will Be?

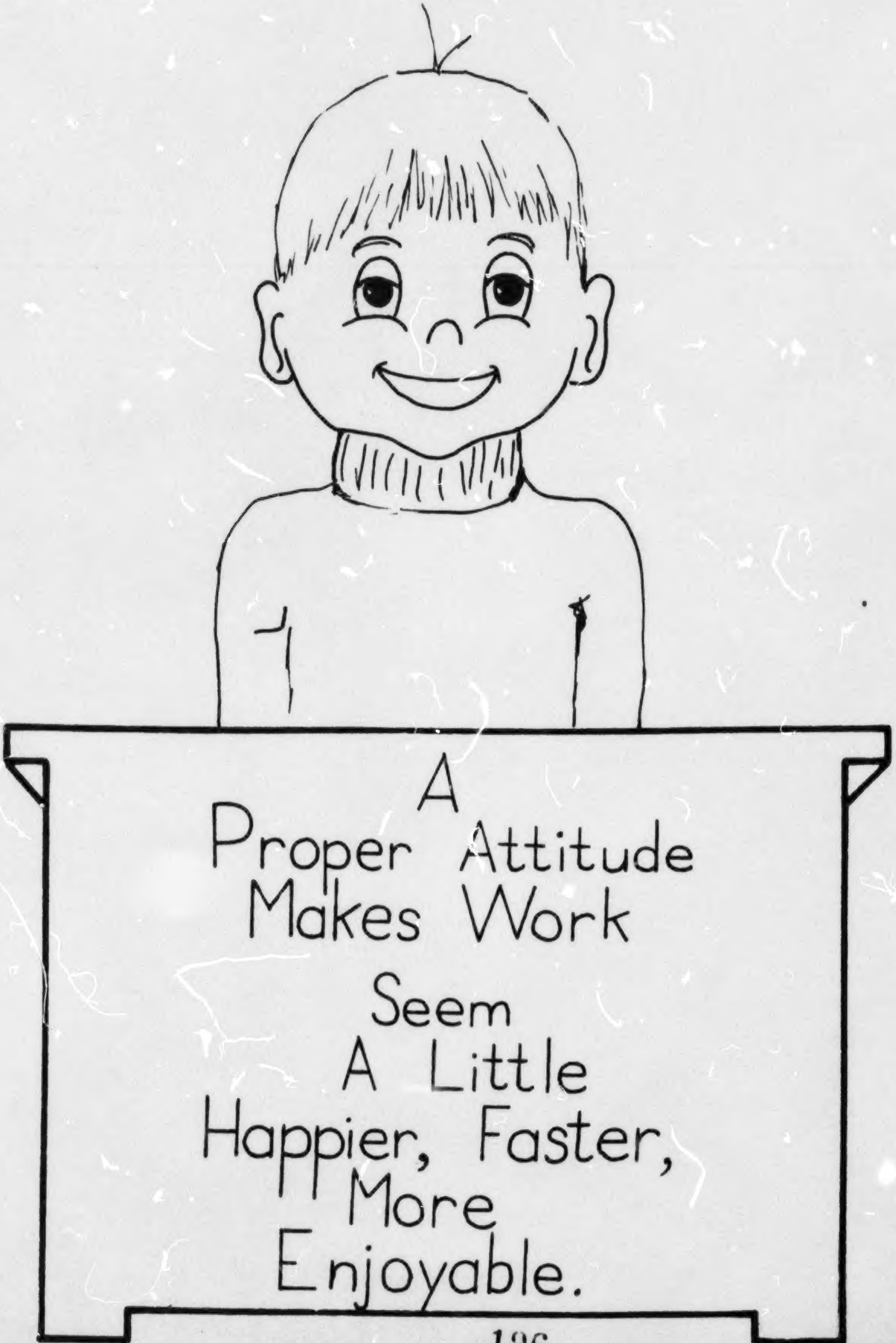
MIRROR, MIRROR ON THE WALL

What's the best career of all?

You Can Fly Into A World of Occupations






A
Proper Attitude
Makes Work
Seem
A Little
Happier, Faster,
More
Enjoyable.